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Documenting aspects of professional growth in a locally designed teacher center.

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DOCUMENTING ASPECTS OF PROFESSIONAL GROWTH IN A LOCALLY DESIGNED TEACHER CENTER

A Dissertation Presented

By

JOHN H. CIESLUK

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R. Mason Bunker, Chairperson of Committee

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Joyce Berkman, Member

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DEDICATION

One's dissertation is frequently dedicated to one's spouse. After completing this dissertation, that fact of life bears new meaning for me. It is with the deepest sense of love and appreciation that I dedicate this work to Anne, without whose support I don't think I ever would have completed it.

Three summers ago, Anne composed a note to me and enclosed it in a long, royal-blue envelope. The note remained a permanent fixture on my study desk; and, even though I rarely reopened it, its presence served as a constant source of encouragement. When all seemed dark and depressing, and when I started to lose confidence in my own abilities, a glance at the envelope reminded me that someone else believed in me very much. Thank you, Anne, for being there when I needed you.

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Lastly, I am grateful to the Pelham School staff and my closest friends for bearing with me. I know I was difficult to be around at times. I thank them for being such a bottomless well of encouragement.

ABSTRACT

Documenting Aspects of Professional Growth
in a Locally Designed Teacher Center

February, 1982

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This study has addressed the problem of how to examine the professional growth process in a locally designed in-service program based on new principles of teacher growth that emphasize teacher input and initiative. Through a review of the professional literature, the researcher demonstrated that a revised evaluation paradigm, which emphasizes a process approach and encourages the use of individual's perceptions, offered strategies worth field testing in one type of newly devised inservice program, the locally designed teacher center. In this case, the center studied was the Amherst Area Teacher Center (AATC).

Over the course of the study, procedures were identified and field tested for: (1) identifying the AATC's paid helpers' beliefs, (2) describing the implementation of their beliefs, and (3) ascertaining the level of "congruence" between their beliefs and practices. Among

the procedures utilized in the study were: the in-depth interview, the examination of archival documents and a mostly closed-response questionnaire.

The professional staff members' ratings of the helpers obtained from the questionnaire, and presented as mean scores in tabular form, showed conclusively that the helpers' practices were highly congruent with their beliefs. Some discrepancies were noted between elementary and secondary school teachers' responses. The study also produced a vast array of data about strategies employed by helpers to implement their beliefs.

The major implications of this study are: (1) that it outlines a four-step process for assessing relationships between purposes and practices in a locally designed teacher center; (2) it describes a teacher center program that is successfully practicing what it preaches, thus it is a model inservice approach; and (3) it offers one more example of the effective use of an alternative evaluation paradigm supported by several prominent educational researchers.

The information contained in this study should have wide professional appeal. Among the populations it might serve are: inservice program planners or evaluators, teacher center staff or researchers and educational evaluators.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

NATURE OF THE STUDY

Statement of the Problem

A common frustration among educators, in their efforts to develop educational programs which meet students' individual needs, interests and abilities, is a lack of personal and professional support necessary for them to feel successful at such endeavors. Individualization of instruction is only one of many pressures felt by educators today. Faced with shrinking budgets, changing legislation and seemingly limitless societal concerns, they are perpetually asked to do more: to develop non-sexist, racially unbiased curriculum; to mainstream special needs children; to challenge the "gifted"; to involve senior citizens; and, to consider the differing needs of the pre-adolescent. These demands, without concurrent personal and professional support, add to their frustrations.

Even though educators can articulate their needs, they are, for the most part, faced with inadequate or non-existing inservice programs. Numerous research studies reinforce these contentions; two examples follow.

Hermanowicz (1966), in a summary of interview studies of beginning teachers, found a general dissatisfaction with inservice programs. Most of those interviewed in a twelve

state area felt inservice programs were greatly needed, but that currently operating programs were grossly inadequate.

Ten years later, Edelfelt (1975), in his study on inservice teacher education sources in the ERIC system, concludes that many concerns are being addressed in inservice programs, but ". . . the reports reflect disarray, a hodge podge" (p. 1).

The haphazard nature of inservice education that Hermanowicz and Edelfelt report has been influenced historically by a variety of forces. Edelfelt and Lawrence (1975) infer in their analysis of inservice education that its haphazard nature has been shaped by several fundamental concepts about teaching, learning and motivation. According to them, inservice education has been generally required of teachers; and it has been prescribed by "higher ups," such as administrators or school boards. Also, inservice activities have occurred during the teachers' own time, and most often at his/her own expense.

Edelfelt and Lawrence also suggest that new concepts and principles are needed to guide future programs. Four sources that offer significant perspectives about such concepts are: Gordon Lawrence (1974), The Rand Study (McLaughlin, 1978), Louis Rubin (1978), and Bunker and Hruska (1978). Two principles appear again and again in the works of these inservice educators. They are: the importance of teacher involvement in decision-making about

inservice experiences, and the emphasis on activities that are keyed to local school planning.

Inservice education programs have always been concerned with change. However, change has traditionally been viewed as a replacement process: one curriculum for another, phonics for I.T.A. as a beginning reading approach, "new math" for "old math." In his discussion of school cultures, Sarason (1971) concludes that change pursued for its own sake, as in the imposed and/or mandated approach followed most often by inservice educators, will lead to no change. In Sarason's words, ". . . the more things change, the more they remain the same" (p. 2).

Inservice settings, if they are to lead to change, must consider change in a different light. Change will need to be seen as the result of individual growth, versus the replacement of one thing for another. Rubin (1978) discusses this alternative notion of change. His description of change as an "inner transformation" (p. 5) is much like the individual "construct systems," as described by the neo-phenomenological tradition in psychology (Kelly, 1955 a and b).

Inservice programs have been developed that offer the promise of responding to an internal view of change. One such approach to inservice education is the locally designed teacher center. While little is known about teacher centers, our knowledge base is expanding (Yarger, 1974; Hapgood, 1975).

In his descriptive study of the teacher center movement in the United States, Yarger (1974) documents the fact that teacher centers are becoming widespread and that a large number of American educators perceive the need for professional development. From Yarger's work we can infer the need to further define the purposes to be served by teacher centers. One such attempt appears in Supporting the Learning Teacher (Hapgood, ed., 1975). Especially informative is Bailey's contribution, "Teachers' Centers: A British First," in which he suggests both a definition and rationale for the teacher center. In both, Bailey suggests that teacher centers place great value on teacher input and initiative. His article addresses the general principle of teacher involvement stressed by Lawrence (1974), McLaughlin (1973), Rubin (1978), and Bunker and Hruska (1978).

The Teachers' Center Exchange has been instrumental in disseminating information about teacher centers. Two of their publications--Essays on Teachers' Centers (1977), Kathleen Devaney, editor; and Exploring Teachers' Centers (1975), Devaney and Thorn--provide much of the information currently available on this inservice approach. Even though these texts cover the gamut of topics about teacher centers, they uncover only the "tip of the iceberg."

Another source of information about the teacher center movement is the Commissioner's Report on the Education Professions 1975-76. This report, like the Devaney (ed.,

1977) and Devaney and Thorn (1975) sources, discusses an array of topics about teacher centers, but seems to raise more questions than it answers.

It has been reported that the teacher center movement is widespread (Yarger, 1974), and that the teacher center purposes appear to be consonant with newly defined inservice principles (Bailey, Hapgood, ed., 1975). However, few researchers have reported on teacher center practices.

Much of what has been reported on teacher centers is based on informal self-report. Three persistent themes are: "how to's," "what others are doing," and "what would be helpful to others." This informal type of information does serve a valuable function in our attempts to grasp the essence of the teacher center. However, in addition to intuitive data, there is a need for research efforts which relate teacher center purposes and practices to one another (Feiman, Devaney, ed., 1977; Yarger and Schneider, 1977). Such information would be of significant value--not only to those interested in developing new programs, but also to those keen on revising existing opportunities. This study will examine one locally designed teacher center to document relationships between purposes and specific practices.

Three fields of literature offer significant insights concerning teacher center evaluation: teacher center, evaluation, and the neo-phenomenological school of psychology.

Within the field of teacher center literature, Feiman's (Devaney, ed., 1977) premise of categorizing teacher centers by the assumptions upon which they are built, provides us with an excellent starting point for examining teacher centers.

There are those educational evaluators who emphasize the value of a revised evaluation paradigm to obtain meaningful data about professional growth (Patton, 1975; Bussis, et al., 1976). Patton (1975) believes the revised paradigm is important for ". . . its contribution to program development, not its labeling of successes and failures" (p. 38). The process orientation of this paradigm suggests that it would be effective in acquiring data about purposes and practices.

Bussis, Chittenden and Amarel (1976) agree with Patton about the need for a revised paradigm. In their interview study of "advisories" they advance both a rationale and specific strategies for such an approach to evaluation.

Several of the strategies mentioned by Bussis, Chittenden, and Amarel have been further supported and more clearly described by the North Dakota Study Group. They have focused on: observation techniques (Carini, 1975), documentation techniques (Engel, 1975), and interview techniques (Perrone, 1975).

Arguing in support of a revised evaluation paradigm, Patton and Bussis, Chittenden and Amarel contend that it

would allow data to be collected on: the quality of human experience, meanings behind behaviors, and a variety of teacher responses to a common experience.

The examination of beliefs and behaviors is an important focus of the neo-phenomenologists, or perceptual psychologists (Combs, 1969; Rogers, 1961; Kelley, 1955 a and b; Cantril, 1950). Brown's (1968) study, which is based on the third force psychology view of man, examines teacher beliefs and behaviors in varying combinations. Argyris and Schon (1974) provide a practitioners guide for studying theories in use of their behavioral worlds. Argyris and Schon coined a term, "congruence" (p. 23), which will be discussed in greater detail later.

Two research efforts support the effectiveness of a revised evaluation paradigm. The Bussis, Chittenden, and Amarel study (1976) used in-depth interviews to examine support and non-support extended by selected "advisories." In addition, Sharon Feiman (1975) applied a revised paradigm to describe the way of life of one functioning inservice setting.[1] These attempts to apply a process orientation to quality are limited, but exciting; they provide us with a new way of examining growth in an inservice setting. This study will furnish more information about the use of this evaluation approach in a locally designed teacher center.

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[1] A more detailed examination of these studies will appear in Chapter II.

In distilling the information included in the preceding section, several statements can be made: (1) that educators are continually faced with new demands without adequate personal and professional support; (2) the haphazard, ineffective nature of inservice programs that has persisted historically still exists; (3) new concepts or principles have been generated to guide the development of inservice programs; (4) some programs have been developed that offer the promise of responding to these new concepts and principles, but little research is available to inform us about such efforts; (5) that change as the result of personal growth, rather than the replacement of one thing for another, is an important focus of reconceptualized inservice programs; and (6) a revised evaluation paradigm has been suggested to help us examine growth in reconceptualized settings, but few attempts have been made to operationalize it.

What needs to be done next is to discover whether an evaluation paradigm, based upon the work of Patton; Bussis, Chittenden and Amarel; and others, can be used by locally designed teacher centers and other reconceptualized inservice settings to obtain data about growth in such settings--data that centers could then rely on to maintain a program that is responsive to educators' continuing professional demands.

Statement of the Purpose

The purpose of this study is to identify and field test procedures for documenting aspects of professional growth in a locally designed teacher center. The study focuses on: (1) identifying beliefs about learning and learning environments which helpers[2] perceive they are implementing in a locally designed teacher center, in this case the Amherst Area Teacher Center (AATC); (2) obtaining information about strategies employed by helpers to carry out their beliefs; and (3) collecting data about the helpers' implementation of their beliefs. Professional staff's[3] perceptions of the helpers were collected to determine whether, and to what extent, helpers acted congruently with their beliefs. The degree of congruence can be used by the helpers to evaluate their activity and to make decisions about their future roles in the teacher center. Four research questions were used to address the purposes of this study.

Research questions

1. What is the organizational set of beliefs about learning and learning environments that is supposed to guide AATC operations?

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[2]The four teacher center staff members paid to carry out AATC operations.

[3]The teachers and administrators affiliated with the schools the AATC regularly serves.

2. What set of beliefs about learning and learning environments do AATC helpers perceive they are implementing?

3. What strategies do AATC helpers employ to carry out their beliefs?

4. How do professional staff perceive the helpers' implementation of their beliefs?

Design

The researcher addressed the stated research needs by conducting a descriptive research study (Lehman and Mehrens, 1979) in a selected, locally designed teacher center. Using the case study method of human affairs inquiry (Stake, 1977), the researcher studied the Amherst Area Teacher Center. The study population included the four paid AATC staff members and a stratified, random sample of forty-two professional staff members whom the helpers regularly serve.[4] In-depth interviews, AATC records, and a self-report questionnaire were used to gather data about the professional growth process and perceptions about the process. Most of the data have been reported in tabular form. Descriptive statistics, such as frequencies, mean scores and cross tabulations, were used to analyze the data.

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[4]The AATC helpers serve over 350 teachers and administrators.

To follow are the research questions, with explanations of the data obtained, and the methods used to obtain and analyze those data.

Research question #1. What is the organizational set of beliefs about learning and learning environments that is supposed to guide AATC operations?

Data collection. This information was obtained by examining the AATC's first federal funding proposal (Grant Proposal Year I), the transcript from the AATC's slide/tape show ("The Amherst Area Teacher Center"), and the AATC publication "Processes and Procedures."

Data analysis. A comparison of the data excerpted from these AATC documents revealed six specific statements about how teachers grow professionally. Appearing in tabular form, the interactive nature of the beliefs led the researcher to explore the beliefs and practices of those individuals paid to put them into practice.

Research question #2. What set of beliefs about learning and learning environments do AATC helpers perceive they are implementing?

Data collection. The researcher obtained these data by conducting in-depth, tape recorded interviews with each of the four AATC helpers. The AATC organizational belief system as it appears in "Processes and Procedures" was used to develop the major portion of the interview inventory. A

more open-ended question was included to obtain data about additional beliefs not listed in the intended scheme.

Data analysis. Simple "yes" or "no" responses were required of the helpers in answering questions about their beliefs. Once the helpers' responses were transcribed from the tape recordings, they were categorized in tabular form according to the AATC's six organizational beliefs. No additional beliefs were mentioned by the helpers.

Research question #3. What strategies do AATC helpers employ to carry out their beliefs?

Data collection. This research question was addressed in three ways: interviewing the four helpers, studying AATC records, and surveying four specifically selected professional staff. Individual helpers were interviewed to collect data about how they feel they act in accordance with their beliefs. Once these data were collated, the researcher examined AATC records, such as logs of helper visits to schools and minutes of staff meetings, and interviewed a selected sample of professional staff to gather additional information about how helpers implemented their beliefs.

Data analysis. The three different data sources led to the accumulation of a vast array of information about how the helpers implemented their beliefs. Specific strategies obtained from the helper and professional staff interviews,

along with evidence gathered from the examination of AATC documents, have been presented in separate tables. The strategies and evidence were recorded next to the helpers' belief statements.

Research question #4. How do professional staff perceive the helpers' implementation of their beliefs?

Data collection. The final research question was designed to obtain data about how the helpers' helping efforts were perceived by professional staff. Data were gathered by surveying a random sample of forty-two professional staff through a self-report questionnaire.

Data analysis. The majority of data obtained from the questionnaire were computer organized using the SCSS statistical package. Mean scores were used to indicate professional staff members' ratings of helpers. Mean ratings of the helpers' implementation of fourteen strategies were categorized in three ways: (1) according to the six beliefs, (2) in relation to professional staff members' involvement in the AATC, and (3) with regard to professional staff members' professional background, for example, elementary or secondary school affiliation.

Comments acquired from the questionnaire, although few in number, were recorded as either "positive feedback" or "suggestions for change."

Delimitations

In this study, the researcher identified and field tested procedures to gather data on the strategies employed by the Amherst Area Teacher Center (AATC) to carry out a set of beliefs about learning and learning environments, and ascertained how such strategies are perceived by the AATC professional staff. The researcher assumed that data gathered would provide helpers with information that could give direction to future roles in the AATC.

The study also assumed that the AATC's belief system[5] is a viable way to promote the inservice development of professional staff. However, this study did not attempt to prove that the belief system the AATC helpers employ has led to growth in AATC participants. Instead, the researcher has provided the first step in a potential long-term look at the influence of the helping relationship on the professional growth of the participants in the AATC.

In terms of the study design, the researcher believes the value of the data generated by interviews and self-report questionnaires greatly outweigh the risk of such variables as interviewees' moods during the interview or

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[5]The belief system was developed by the staff of the Integrated Day Program at the University of Massachusetts' School of Education.

misinterpretation of a question in the questionnaire. The researcher assumed that the helpers' responses during interviews would be open, honest, and candid; and that the interviews, as an activity, would not change the manner in which the helpers implement AATC beliefs. Although some of the instruments, the helper interview inventory for one, were informally pilot tested before use, it is not considered a drawback by the researcher, but it has been noted. The research has been conducted by the researcher in only one teacher center, and with a limited population.[6] However, the process should be most helpful to others interested in studying teacher centers.

Significance of the Study

Research on inservice programs is scarce (Edelfelt, 1975). We know little about successful inservice practices, little about how practices are perceived by individual participants, and even less about how to ascertain such information. This study has attempted to identify strategies to document aspects of professional growth in a locally designed teacher center, and to field test them in such a setting. The description of the process should

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[6] It should be noted that, during the time the researcher distributed the survey tool, several other aspects of the AATC's program were being evaluated by members of an AATC course taught by the AATC's evaluator, Robert Hawley.

provide valuable information to other locally designed teacher centers interested in examining similar aspects of their operations. If programs are to be personally responsive to educators in these times of increasing professional demands, ongoing feedback will need to be solicited from program participants. Feedback from individuals is needed to help programs determine how their operations affect professional development, and whether program changes are called for.

The fact that several U.S. Department of Health, Education and Welfare publications call for research on various aspects of staff development and/or inservice programs indicates that more information is needed about existing programs. Documentation of programs would provide information about program purposes, practices, and perceptions of participants in programs. Such documented information could provide the basis for future research on a program's effect on participants and ultimately the impact on students of participants. The need for documentation is apparent in the proposals sought, and the topics suggested, by HEW. In one "Request for Proposals," the following research topics are suggested:

> What type of staff development program(s) exist in the school(s)? What are they designed to affect? What do they actually seem to affect? (NIE, 16 March 1979, Section C, p. 12)

In the Commissioner's Report on the Education Profession 1975-76: Teacher Centers, similar topics are listed as one existing centers should begin to collect data on, for example:

> -- effectiveness as perceived by teachers
> -- degree to which teachers' individual needs are met
> -- degree of teacher input into program development and implementation (1977, p. 139)

This descriptive research effort may serve many purposes. Among the understandings and information provided are: (1) how helpers in a locally designed teacher center implement a set of beliefs about professional growth, and whether the management scheme they employ is effective; (2) how to examine congruence between helpers' beliefs and behaviors; (3) how individuals perceive helpers' helping efforts to promote their professional development; (4) procedures involved in identifying and implementing strategies to obtain data about growth in a locally designed inservice program; and (5) the viability of a revised evaluation paradigm, as suggested by Patton (1975) and Bussis, Chittenden and Amarel (1976), to obtain data about professional growth in a locally designed inservice setting.

Because of the varying nature of the purposes served in this study, it should have widespread professional appeal. Among the populations it might serve are: teacher center staff and researchers, inservice or staff development program planners and evaluators, and evaluators of social programs.

Chapter Outline

Chapter I: Introduction. This chapter introduces the study. It explains the problem that will be investigated, describes what the researcher will do to address the problem, explains key terms, provides reasons why the study is significant, delineates the boundaries of the study, describes the design of the study, and provides a chapter summary of the research document.

Chapter II: Review of Literature. The three areas reviewed include: (1) beliefs about how people grow professionally, (2) practices developed to support professional growth, and (3) measurement schemes that help us to understand professional growth in an inservice setting.

Chapter III: Research Methodology. This chapter describes the Amherst Area Teacher Center (AATC) and the methodology used in studying the Center. It includes a description of how the instruments used to collect the data were developed, tested out, and refined; an explication of how the data were collected; and finally, how the data were analyzed.

Chapter IV: Presentation and Analysis of Data. This chapter includes the presentation and analysis of the data obtained through the various research methods.

Chapter V: Summary and Recommendations. This final chapter provides a summary of the study and its findings, includes a discussion of the major implications of this study, suggests recommendations for conducting research in similar settings of professional practice and offers suggestions for further research.

CHAPTER II

REVIEW OF THE RELATED RESEARCH AND LITERATURE

In order to identify and field test procedures for documenting aspects of professional growth in a locally designed teacher center, it is necessary to review the research and related literature in three major areas: (1) current understandings about what principles should guide the development of inservice programs, (2) inservice approaches that offer the promise of translating these understandings into practices, (3) measurement schemes that could help us to document practices. Reviewing these areas serve as the aims of this chapter.

Current Understandings About What Should Guide the Development of Inservice Programs

As noted earlier, inservice education programs have always been concerned with change. However, change has traditionally been veiwed as a replacement process: one curriculum for another, phonics for I.T.A. as a beginning reading approach, "new math" for "old math." Several factors have perpetuated this view of change. Among them: most often administrators set the inservice topics, rationales for these topics were seldom offered, rarely

were teachers' opinions solicited, and little support for teachers' transfer to classrooms was provided.

In his discussion of school cultures, Sarason (1971) concludes that the imposed and/or mandatory approach to change followed most often by inservice educators leads to no change. In Sarason's words ". . . the more things change on the surface the more conditions remain basically the same" (p. 220). One example Sarason uses to illustrate his point is "new math."

At the time Russia launched its first successful Sputnik, a general conclusion was reached by our nation's educational decision makers that our teachers and curricula were not inspiring young scientists, and therefore must be changed. New math, with its new goals and methods, was introduced on a large scale throughout the country with the belief it would attract more students to scientific careers.

Roughly ten years after the introduction of new math, Sarason took part in an informal observational study (E.K. Sarason and S.B. Sarason, 1969) of math instruction in sixth grade classrooms. The study classrooms all used the School Mathematics Study Group (SMSG) program, a widely accepted new math program. What the observers concluded was that the boredom that pervaded the classrooms when "old math" was used, persisted. Sarason and Sarason conclude:

> If our observations and those of others have validity and generality, one would have to predict that the goal of more and better mathematicians and scientists . . . will not be met. If so, we will have another sad example of how the more things change the more they remain the same. (p. 46)

One of the major reasons Sarason attributes to the failure of change proposals is the tendency for them to originate from the higher ups, who do not consider the opinions and feelings of individuals required to implement the changes. Sarason is but one of the many leading educators who believes that a different view of change is required if the quality of life in schools is to be enhanced.

Change will need to be viewed as the result of individual growth rather than a single solution, mandated enmass. Rubin (1978) extends this distinction:

> . . . growth or improvement assumes a fundamental reorganization of thinking, and implies that any resulting change be a self-reasoned action, that follows upon intelligent analysis. Whereas change can be random and fragmented, growth is logical evolution in which new ideas reconstruct old beliefs. While change may be no more than an external modification, growth is an inner transformation. While change can seize the expedient situation for a dramatic impact, growth must come from a deep-seated probing of problems. Although change can be imposed upon an organization, growth must occur in an individual--and in ways appropriate to the individual. (pp. 5-6)

Rubin's "inner growth" speaks to internal transformations that are much like the individual construct systems underlying human behavior as described by the neo-phenomenological

tradition in psychology (Bannister and Fransella, 1971; Kelly, 1955 a and b). Bussis, et al., (1976) describe such a personal view of knowldge which Rubin says must be engaged if people are to grow:

> The neo-phenomenological tradition in psychology is characterized, first of all, by the assumption that no one can experience a reality that is interpretation free. . . At the root of this tradition is the assertion that man's most distinguishing characteristic is striving to make sense of experience; to understand it, in whatever terms, in order to make it meaningful, manageable, predictable.
>
> With respect to theories of human behavior, the tradition is fairly clear cut. It refers to those theories that stress individual "construct systems" (perceptions, attitudes, values, understandings) as the fundamental reasons underlying a person's behavior other than his most routine and habitual actions. In brief, a construct system represents a person's knowledge and view of the world. (pp. 12-13)

Thus, it is this personal knowledge and view of the world with which inservice programs must deal, if programs are to affect meaningful change. Stated in a slightly different way, inservice programs should concern themselves with individuals and their growth.

A recent National Institute of Education "Request for Proposal" (NIE-R-79-0017) strongly supports the notion that the individual teacher's view of him/herself is an important factor in the educational process. The RFP calls for

> . . . proposals to develop an empirically grounded conceptual framework and research design(s) for understanding the antecedents and consequences of teachers' 'sense of efficacy' in elementary and secondary schools. (p. 1)

NIE refers to teachers' "sense of efficacy" as ". . . an individual's perception that his/her behavior can result in desired or intended results" (p. 1). Two of many studies that have noted the importance of sense of efficacy are Berman, et al., (1977) and Armor, et al., (1976).

Berman's study examined two Title III ESEA projects which had been continued for two years after federal funding ended. One of the study's concerns was to understand what factors determine the effects of innovations and their chances of being maintained and disseminated. "Teacher characteristics" was one area of scrutiny. Among the many teacher characteristics analyzed, one was found to be especially significant:

> The teacher's sense of efficacy--a belief that the teacher can help even the most difficult or unmotivated students--shows a strong positive relationship to all of the dependent variables in our analysis. Indeed, the regression coefficients of the effects of a sense of efficacy are among the strongest relationships identified in our analysis. . . . Teacher sense of efficacy is positively related to the percent of project goals achieved. the amount of teacher change, improved student performance, and continuation of both project methods and materials. Teachers' attitudes about their own professional competence, in short, appears to have major effects on what happens to projects and how effective they are. (p. 136)

Similar conclusions were reached by Armor, et al., (1976). The study focus was with schools in which particular reading approaches were linked to widespread, continued gains in standardized reading scores among minority children. They found that the teachers' sense of efficacy was positively related to pupil achievement.

Other constructs that appear to have properties similar to sense of efficacy are reported in the literature. In personality theory examples include: "competence," (White, 1959, 1960, 1963); "effective self," (Smith, 1968); "self-esteem," (Coopersmith, 1967). In perceptual, humanistic or "third force" psychology such individuals are on the road to becoming as "self-actualizers" (Maslow, 1970); "fully functioning beings" (Rogers, 1961) and "adequate personalities" (Combs, 1974). In addition, deCharms (1968) refers to individuals with the commanding sense of self as "origins," Rotter (1966) as "internals" and Spencer (1979) "self-directed learners."

The question remains: How can inservice educators develop programs that will encourage teachers' sense of efficacy or other related growth terms reported above? An important first step would be to outline basic characteristics, or guidelines, for developing growth oriented programs.

One can conclude from the research reported on by two leading inservice educators that inservice programs historically have not been concerned with the support of individual growth. Edelfelt and Lawrence (1975) describe its haphazard and self-defeating nature in the following passage:

> Inservice education bears a close resemblance to concepts that have shaped it historically. . . It is usually required of teachers. Content and approach are prescribed by universities and school districts. Course credits are mandated by state department regulations and school district policies. Although intentions have been good, too often programs are low level, piecemeal, and patchwork . . . inservice education does not often deal directly with helping teachers improve their skills in instruction or become more adept at planning and organizing curriculum. In school district programs, the focus is on introducing new curriculums, beefing up existing programs, or following new fads and trends, typically at the supervisor's discretion. . . Inservice takes place on the teacher's own time and frequently at her or his own expense. It is seldom based on teacher need and is often conducted in a manner that negates the principles of good teaching and learning. (p. 14)

Edelfelt and Lawrence, in their description of what has traditionally guided inservice education, suggest new concepts are needed to define and direct the development and operation of future programs. Such fundamental constructs have been reported. Four sources that offer significant perspectives are: Gordon Lawrence, et al., (1974); the Rand Study (McLaughlin, 1978); Louis Rubin (1978); and Bunker and Hruska (1978).

Lawrence, et al., (1974) in a review of some ninety-seven research studies in inservice uncovered a number of clear and strong patterns of effectiveness. In summary, a number of their findings suggest that inservice programs are most effective when: they are school based, consider teachers active participants in the planning and presenting of activities, allow for teacher differences, link activities to a general effort of the school and allow teachers to choose goals and activities.

The Rand Study (McLaughlin, 1978) examines staff development in the context of larger trends in schools affiliated with different kinds of federally funded projects. Like Lawrence, the Rand Study stresses the importance of teacher involvement and school based organization. The study places emphasis on learning for professionals as part of continuing program construction in an organizational context. The study suggests five new assumptions to lead in the design and implementation of staff development opportunities. The five assumptions are: (1) teachers represent the best clinical expertise available in terms of knowledge about the practice of teaching; (2) innovations come into being in local settings via an adaptive. discovery process; (3) professional learning is a non-linear, long-term process; (4) staff development should be viewed as part of the program

building process in schools; and (5) it is important to view staff development in the context of the school as an organization--that it is a continual characteristic of the school environment.

The research of Lawrence and McLaughlin is further supported by the work of Rubin (1978) and his associates at the Center for Coordinated Education, Santa Barbara, California. Rubin postulates a series of generalizations about future trends. He states,

> We are now entering an unprecedented expansion in continuing education of teachers and administrators; not only will there be far more activity, but the activity will be definitely different (1978, p. xi).

Rubin and his associates believe that continuing education efforts in the future will: place greater emphasis on locally-determined programs that have full relevance, become a more routine aspect of professional life, consider quality of teaching more important than the development of new curricula, be more collegial in nature, be more flexible and less prescriptive, show diversity in methodology, have participants play a major role in determining content and call on helpers who have a high degree of practical experience. Rubin's prognosis for the future depicts active teacher involvement and changes in emphasis.

Bunker and Hruska (1978) outline a set of beliefs[1] about learning and learning environments, derived from the humanistic psychology movement, that could serve as a guide for changing inservice education. The basic tenets of that system are: (1) participants should have opportunities to solve problems, (2) participants will gain from self-initiated and self-managed inservice, (3) participants appear better able to continue growing when they receive feedback from others, (4) participants should be involved in discussions about their own programs, (5) participants respond well to the chance to work from their strengths.

In summary, new concepts, principles and beliefs to guide the development of inservice programs have been identified. Two assumptions that recur and are emphasized throughout the literature examined above are: the importance of teacher involvement in inservice enterprises, for example, as planners and presenters of activities and as goal setters; and the stress on making activities school based, by having them take place on site in schools and keyed to local school planning.

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[1]As was noted in the delimitations section of Chapter I, this belief system was developed by the Integrated Day Program staff at the University of Massahusetts School of Education.

These same basic principles identified in the previously reviewed research efforts have been suggested in both state and national pronouncements and publications.

The Massachusetts Commissioner of Education, Gregory Anrig, called for a new kind of inservice relationship between public schools and higher education in his 1973 speech at the annual Massachusetts Administrators Conference. Such a relationship should be based on future principles rather than past practice (p. 2); and more specifically, future inservice efforts will ". . . have six general characteristics" (p. 3). Anrig, in elaborating on the characteristics, believes:

> First, it will focus on how to resolve real problems of learning which participants actually are confronting in their classrooms. Second, it will take place not on the college campus, but in the school setting . . . Third, the training will be planned collaboratively with those who are to participate rather than being prescribed or packaged by an instructor . . . The role of participants will be active rather than passive. Fourth, it will serve a group of teachers and administrators together from a particular school . . . Fifth, the training leader will not be expected to be an expert with all the answers nor will he be permitted to be a "one-solution advocate" . . . Rather, he will be the kind of leader who helps people to share their own knowledge and experiences with others, to effectively use outside resources, and to do their own problem solving after exploring alternatives . . . he will draw in outsiders . . . Finally, this new kind of training will be flexible in duration and in organization. (pp. 3-4)

The characteristics espoused by Anrig are also stated in the NEA brochure How the Local Education Association Can Help Improve Inservice Education (1975):

> Inservice education (must)be more closely related to day-to-day job needs and made a part of the job assignment.
>
> Inservice offerings (must) be based on assessment by teachers of their own job needs.
>
> (Teachers should) have a preeminent voice in determining both the content of their in-service education programs and the delivery system--the ways and means teachers think are most meaningful for acquiring new skills, insights and knowledge.
>
> In-service education (must) be related broadly to a teacher's total professional development and overall competence as well as being focused specifically on improving or acquiring a designated instructional technique.

It is clear that our knowledge base concerning what assumptions, principles and beliefs should guide the development of inservice programs is expanding and becoming more focused. Recurrent statements throughout the research and literature reviewed are: that inservice enterprises should be keyed to the needs of teachers and their schools; and that teachers should be involved in the planning, implementing and evaluating of such enterprises. One can infer that program developers who view inservice programs as a means for supporting teacher growth have at their disposal fundamental constructs to establish future programs.

One inservice approach that appears to be responding to these fundamental constructs is the teacher center. It is the aim of the next section of this review to discuss the status of this promising approach to inservice.

Teacher Centers: One Response to Current Inservice Understandings

To those who are familiar with teacher centers, teachers' centers, teaching centers, advisories, or whatever one wishes to call the latest teacher-oriented inservice approach that has become widespread throughout the U.S. (Yarger, 1974), it is clear they offer promise of responding to the current inservice principles identified by Lawrence (1978), McLaughlin (1978), Rubin (1978), and Bunker and Hruska (1978) and others. It is the purpose of this section of the literature review to discuss what we know about how teacher centers in the U.S. are responding to these current inservice understandings, and to identify areas in need of further documentation.

Theoretical considerations. An important first step in discussing how teacher centers are responding to current inservice understandings, is to look at their philosophical or theoretical guidelines: definitions, rationale, background, essential considerations or guiding principles and legislation. An examination of these areas provides us

with numerous examples of teacher center theoretical consistency with current inservice understandings.

Two principles that recur in the previously cited research are the need for teacher involvement in inservice programs and the importance of keying programs to teachers' needs. These same motifs appear repeatedly in the literature on the teacher center movement. Although no single definition is considered complete and/or acceptable, several teacher center researchers have endeavored to define the term "teacher center." In each case, the value of the teachers' contributions and needs are apparent. Two clear examples are the definition and rationale articulated by Bailey (Hapgood, ed., 1975) and Yarger and Schmeider's (1974) definition. In Bailey's words:

> Teachers' centers are just what the term implies: local physical facilities and self-improvement programs organized and run by the teachers themselves for purposes of upgrading educational performance. . . (p. 29)

> The underlying rationale for teachers' centers may be stated succinctly in terms of three interlocking prepositions: 1. fundamental educational reform will come only through those charged with the basic educational responsibility: to wit the teachers; 2. teachers are unlikely to change their ways just because imperious, theoretical reformers . . . tell them to shape up; 3. teachers will take reform seriously only when they are responsible for defining their own needs, and receiving help on their own terms and turf. (p. 30)

Schmeider and Yarger (1974) recognize that it may be impossible to suggest a simple brief definition of a teacher center; however, they believe it is possible to arrive at generally acceptable guidelines that make the term understandable. In the following definition they reaffirm Bailey's belief that teacher centers place great value on teacher needs and input:

> A teacher center is a place, in situ, or a changing location which develops programs directed at the improvement of classroom instruction in which the participating personnel have an opportunity to share successes, to utilize a wide range of educational resources, and to receive training specifically related to the most pressing instructional problems. Programs are primarily for inservice teachers--but may involve other kinds of educational personnel as they relate to the improvement of classroom instruction--and usually serve both individual and systemwide needs. (p. 6)

The thrust for the development of teacher centers in the U.S. has been treated by a variety of sources (Hapgood, 1975; Schmeider and Yarger, 1974; Yarger, 1974). Throughout these background histories one finds examples of the belief that teachers should have opportunities to meet in order to solve their teaching problems. A particularly lucid example with regard to curriculum development in England appears in Hapgood's Supporting the Learning Teacher (1975):

> The recent rapid development of teacher centers in England is the result of the Science and Mathematics Curriculum Development Projects funded by the Nuffield Foundation in the early 1960's. The Foundation believed that classroom teachers should be centrally involved in curriculum development, and set up regional centers where teachers could meet. (p. 13)

In addition to the definitions and background information on the teacher center, essential considerations for the development of teacher centers show marked similarities to the inservice principles identified by Rubin, Lawrence, McLaughlin, and Bunker and Hruska. Two sources: The Commissioner's Report on the Education Professions, 1975-76; and Essays on Teachers' Centers, Devaney (ed., 1977) provide us with important examples of teacher center trends or essential considerations.

The Commissioner's Report on the Education Professions, 1975-76 discusses the current status of the teacher center movement: the federal role in the development of teacher centers, current U.S. and international center efforts, new directions and resources. Yarger, in the chapter "Inservice Education and Teacher Centers," concludes that based on the review of literature on the teacher center, there is no concensus on what comprises a teacher center. He continues:

> There does, however, appear to be notable trends towards such factors as the need for high levels of teacher input on program development; the need to focus on the improvement of classroom skills; the

> need for shared decision-making; and the need for the development of unique and sometimes creative instructional delivery systems.(p. 28)

Yarger mentions similar trends as he discusses the legislation that has served to frame the skeleton for many developing programs: PL 94-482, otherwise known as the Teacher Center Bill. PL 94-482 authorizes the federally backed teacher center program. According to this bill, centers that are funded must adhere to a series of requirements:

> . . . nearly all discussions concerning the operation of a teacher center must occur at the site-specific level, and must not be imposed by external authorities, far removed from the scene. Additionally, a majority of those enpaneled to make decisions must, in fact, be potential clients of the teacher center, i.e., practicing elementary and secondary teachers. Finally, the policy boards will enjoy a wide latitude of areas in which they can make program and personnel decisions.(p. 29)

In the concluding chapter, Edward C. Pomeroy, American Association of Colleges for Teacher Education (AACTE), outlines a series of principles the AACTE believes are essential considerations in the development of any teacher center program. Although many of the considerations speak to the role of higher education in the teacher center movement, the following two tenets continue to be emphasized:

> Teacher centers should be site or school specific. That is, they should be geared to the specific needs of the school, its participants and its particular community.
>
> The learning needs of students should be at the core of the goals and objectives for each center. Students' needs should be identified through a range of evaluative techniques. (p. 154)

Kathleen Devaney, director of the Teacher Center Exchange and editor of the text Essays on the Teachers Center, conducted an interview study of leaders of forty-four centers from May through September, 1974. After analyzing the interview data, Devaney derived a generalized premise shared by the centers interviewed:

> Teachers must be more than technicians, they must continue to be learners. Long-lasting improvements in education will come through inservice programs that identify individual starting points for learning in each teacher; build on teachers' motivation to take more, not less, responsibility for curriculum and instructional decisions in the school and the classroom; and welcome teachers to participate in the design of professional development programs. (p. 152)

An essential consideration that has been cited in general terms above, but that warrants further explanation and emphasis, is the belief in local designs. This belief in local designs, or having each local program "reinvent the wheel," concurs with the Rand Study findings that in order to produce an acceptable local implementation of a "model wheel," teachers may have to reinvent as much of the "model" as if they started out to invent their own.

It also agrees with Lawrence's finding that effective inservice programs are most often created and implemented at the site specific level. Devaney (1977) restates this belief in local designs in the following way:

> People in teachers' centers try to dissuade newcomers from thinking of a center as a model for change, and encourage them instead to conceive of it as a place and people with specific purposes. If you are looking for an additive or a panacea to package and market to masses of anemic teachers, a teachers' center is the wrong place. If you would try to divest a center of its personality--its people, place, time, problems--and get down to its generalized basis in order to replicate it, give up. The basics of a teachers' center are its personality--leadership, followership, grassroots idiosyncracies. Any new center must start with its own. Trying to abstract and segment someone else's experience, you will lose their essence--and not find your own. (p. 177)

One final theoretical, or philosophical consideration, that illustrates consistency with the research of Rubin, McLaughlin, Lawrence and Bunker and Hruska reported above is that of purposes. Most teacher centers promote as their new focus, or purpose, to help teachers develop skills related to their own needs, in an active problem solving fashion. This belief runs contrary to the former emphasis of inservice programs on higher ups passing along a new program, such as "new math" in a lecture format (Edelfelt and Lawrence, 1975). Included in almost every article on the teacher center is a statement of purpose, some more clearly stated than others. Among the clearer ones are those voiced by Yarger, Devaney, Rogers, and Hapgood.

In his study of the U.S. teacher center movement, Yarger (1974) concludes:

> Most teacher centers view their primary purpose as the enhancement of skills for teaching children . . . Also mentioned frequently was the development of skills for improving curriculum and making educational materials. (p. 95)

Devaney (1977), in her interview study of teacher center leaders, draws the conclusions that major purposes of most centers are ". . . to improve teachers' sense of coping in the classroom, of resourcefulness, and of decisiveness" (p. 165).

A third purpose statement appears in Roger's "Manifesto for Change" (Hapgood, ed., 1975). In calling for a new approach to helping teachers to grow, he proposes that we move to develop programs (teachers centers) that:

> Allow for the total personal development of the individual as a human being and as a professional . . . to develop self-trust, self-respect, and confidence in themselves as teachers and as people; [and to] allow ample time for teachers to experience--not merely "learn about." (p. 9)

Finally Hapgood (ed., 1975) in her history of teacher centers, relates the purposes of the U.S. teacher center to its British counterpart. In her statement she contrasts new purposes with old. In Hapgood's words:

> Since the British model most fully embodies the concept of teachers helping to guide their own growth, and since most writers about teacher centers at least pay lip service to this idea, we might see teacher centers as encouraging and supporting teacher

> self-education and autonomy and contrast them with teacher-training centers where programs for teachers are set up without consulting them. (p. 16)

After viewing teacher centers on a theoretical level, one can clearly see they embody the principles identified by Rubin, the Rand Study, Lawrence and Bunker and Hruska. The definitions and rationale, background information, essential considerations or trends, and purpose statements offer significant promise for the development of teacher re-education programs that are truly teacher oriented. Such programs would be created and run by teachers, offerings would be based on teachers' on-going needs, and teachers' learning versus teachers' being told would be stressed.

Now let us turn to how teacher center theory is being translated into practice--for it is through specific practices, and participants responses to them, that we will be able to ascertain whether teacher center theory is truly being realized. In this next section, the researcher will examine current teacher center practices: What is happening in the field, who is documenting and disseminating information about current practices, and what new data about current practices is still needed.

Theory into Practice. Although little is known about how teacher centers translate theory into practice, much of what we do know is being provided by two communication vehicles founded by the U.S. government, the Syracuse Teacher Center Project and the Teachers' Center Exchange. The continuing financial support given these two endeavors keeps us informed of the latest research practices and events relating to theacer centers in the U.S.

The Syracuse Teacher Center Project, under the direction of Sam Yarger, first received funding in 1971. The project grew out of the need to assess the pervasiveness of teacher centers in the U.S. and to better understand their characteristics. The project produced a number of special reports. One of the most informative is Teaching Centers: Toward the State of the Scene, which includes a description of a national survey of teacher centers conducted in 1973-74 by the Syracuse Project and a typology of teacher centers.

The Syracuse researchers solicited information from three sources: school systems, colleges and leading national sites. Topics given primary emphasis in the report were ones most often the focus of governmental attention. They included: finance, governing boards, facilities, staffing, program clientele, participatory incentives and evaluation. In their analysis of these

topics the researchers report two important findings in the area of governance: that a large number of teacher centers have their own governance boards, serving both advisory and policy making roles; and, that teachers and administrators are the most frequent members of boards. Even though an explanation of specific governing board practices is not reported, the widespread nature of teacher involvement in governing boards is remarkable.

One other aspect of the study that informs us of teacher center practices is related to purposes. The great majority of respondents viewed their program's purposes to be the enhancement of teachers' skills in the instruction of children and in the development of curriculum materials. The following information was gathered about how teacher center staff helped teachers to achieve their goals:

> In addition to teaching classes, teaching center staff conduct workshops, consult individually with clients, and appear to spend a great deal of time observing teachers and working with them in classrooms. The development of instructional materials and the planning of activities for teacher center programs was also mentioned quite frequently. (p. 46)

Out of this early national survey, and subsequent Project efforts, grew the need for an explanatory system that made it possible to describe more precisely the organization and function of centers. Teacher center

researchers felt that such a system would help to better understand and inform others about teacher centers in the U.S. The project's response to the need was articulated in "Toward a Typology of Teaching Centers" (Schmeider and Yarger, 1974). Schmeider and Yarger elaborate on seven organizational types and four functional types.[2] The organizational types include:

--the organizational teacher center
--the "almost" independent center
--the professional-organization center
--the single-unit teacher center
--the free-partnership teacher center
--the free-consortium teacher center
--the legislative/political-consortium teacher center

The four functional types of teacher centers include:

--the facilitating-type teacher center
--the advocacy-type teacher center
--the responsive-type teacher center
--the functionally unique-type teacher center

The explanatory paragraphs provided by Yarger and Schmeider are needed to distinguish the eleven different centers. As important as their descriptive information is the fact that their analysis led to no single model teacher center.

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[2]More recently, Yarger's Syracuse project, "Teacher Centers Program Documentation" (1978-198-), is recording data about the use of federally funded teacher centers. Monthly phone calls to ninety grant recipients solicit information about policy board decisions, services rendered and resources funded.

Once again, even though specific practices are not enumerated, the typology is an important step in helping educators examine teacher centers with a keener focus; and of great long-range importance. Schmeider and Yarger proposed:

> As reliable information is produced and analyzed, instruments and techniques can be developed to help program designers build the kind of teacher center programs that most closely relate to specific situational needs. (p. 32)

The researchers believe that:

> . . . through this kind of systematic effort . . . we can begin to deal effectively with the immense task of developing and delivering the quality professional development programs so clearly needed in our educational institutions. (p. 32)

A second vehicle that "exchanges" information about teacher centers in the U.S. is the Teachers' Center Exchange. The Exchange is supported by both the National Institute of Education (School Capacity for Problem Solving Group) and by the Rockefeller Brothers Fund, and is located at Far West Laboratories in San Francisco. Under the direction of Kathleen Devaney, the Exchange serves two communication purposes:

> . . . to strengthen the existing spontaneous information exchanges among locally initiated teachers' centers, and to extend their communications to other educators exploring alternative forms of inservice. (p. 9)

The work of the Exchange is widely disseminated in its publications. Three informative volumes report on efforts through 1977. The first of these publications, Exploring Teachers' Centers (Devaney and Thorn, 1975), recorded findings and impressions about early U.S. centers. Essays on Teachers Centers (Devaney, ed., 1977) a sequel to Exploring, reports the thinking of participants and leaders of teacher centers in their attempts to improve, maintain and advance their programs. A third publication, the Teachers' Center Exchange Directory (Lance and Creitzman, 1977) acts as a companion book to Essays. It contains factual information and descriptions of some seventy plus teacher centers with whom the Exchange communicates.[3]

One practice that is currently receiving emphasis in Exchange publications is the "advisory." The researcher reported earlier in this section on the study conducted by the Exchange (Devaney, 1977) of leaders of 100 independent centers in the U.S. One of the results of that study was to incorporate the term advisory under the rubric of teacher center. Although a debate exists over who constitutes the

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[3]A third, more recently conceived means for communicating information about inservice and staff development, is the National Staff Development Council (NSDC). Comprised of local school district personnel, the NSDC sponsors an annual three-day conference, and publishes two periodicals: The Journal of Staff Development and The Developer.

staff of advisors in a teacher center (Teachers' Center Exchange Work Party, Philadelphia, March, 1977) the advisory approach offers promise of helping teacher centers respond to teachers' needs. Before elaborating on the Exchange's understandings of the advisory, it is important to note that their recent attempts are preceded in the literature on Open Education. Open Education sources on the advisory (Armington, 1968; Bussis and Chittenden, 1970; and Alberty and Dropkin, 1975) provide us with information on how a new type of supervisor helped classroom teachers to understand and implement Open Education concepts.

Pictures of the Open Education advisory are generally painted in humanistic strokes. Armington refers to the advisory as a means for ". . . facilitating growth and change in schools" (Nyquist and Hawes, ed., 1972, p. 67). Bussis and Chittenden talk similarly of the advisory in their report on the EDC Follow Through Program:

> . . . the operation of an advisory is premised on the assumption that the significance of change is a direct function of how that change is brought about. . . . It is the EDC's position that the opening of education to teacher experimenters is an essential prerequisite for 'continuing growth.' (pp. 58-59)

EDC advisors constantly searched for ways to build upon the teacher's approaches, and not force their ways upon them. Alberty and Dropkin (1975), in their text The Open Education Advisor, describe numerous aspects of the City College Advisory Service to open corridors in New York

from advisor training, to working in actual settings to establishing future directions. The City College advisors believe:

> . . . that the crucial factor in changing the schools was the teacher's role. The development of the advisory . . . was tied to helping the teachers assume the role that was rightfully hers . . . Thus, from the very beginning of our work in the schools, there were these two aspects of our approach: the teacher was the central agent in whatever change was to take place, and the teacher needed support. (p. 87)

These humanistic tenets of the open education advisory are restated in inservice and Teacher Center literature (Katz, 1974; Manolakes, Devaney, ed., 1977). In addition, we see a picture of the advisor evolving both in terms of how they see their roles (Sproul, Devaney, ed., 1977; Manolakes, Devaney, ed., 1977; Teacher Centers and Advisory Work, 1978; Thomas, 1978) and how teachers view their roles (Busses, Chittenden and Amarel, 1976).

Katz, in her year-long pilot study of the advisory approach to inservice education of elementary school teachers, characterizes the advisory approach according to four inservice strategies:

> . . . providing inservice assistance to teachers only when such assistance has been requested by them,
> providing assistance in terms of the requestors' own goals, objectives, and needs,
> providing such assistance in situ rather than in courses, institutes or seminars, and
> providing assistance in such a way as to increase the likelihood that teachers become more self-helpful and independent rather than helpers aid dependent. (p. 2)

Manolakes, in his article "The Advisory System and Supervision," concurs with Katz's depiction of the advisory. He suggests a new style of supervision, the advisory approach, which is based upon the notions that

> . . . teachers are very much concerned about improving their teaching and that they will do so providing proper support conditions exist . . . that teachers are professionals with talent and ability and that they do not require coercion or direction from outside authority to achieve high quality results in their work. The advisory view places the individual teacher in control of help to be received, and assumes that he or she will use, in a support system, those elements that are of most benefit at a given time . . . and that the teacher is the core and heart of the instructional program . . . this position regards the teacher to be central and assumes that teachers who are growing personally and professionally, and who feel encouragement to try out ideas in their work, will evolve sound and productive programs. The advisory system, while using the classroom as a focus concerns itself with aiding the teacher to move in those directions which are appropriate personally and professionally. (pp. 103-104)

After learning that a major purpose, or aim, of the advisory is to provide support for teachers, when they want it and on their terms, the next question that arises about the advisory is: What do they do to provide such special support for teachers? This question has recently become an important topic at conferences and among teacher center advocates throughout the country. The Spring, 1978 Association for Supervision and Curriculum Development conference; the panel discussion on advisory work at Mountain View Center for Environmental Education, March,

1978; Manolakes, Devaney, ed., 1977: and Sproul, Deveney, ed., 1977 enumerate the role of the advisor.

Adelaide Sproul, an advisor with the Greater Boston Teacher Center, allows us to travel with her through her advisor's notebook. In diary form, she describes in detail many of her helping sessions. She tells us about teaching whole class lessons, running workshops for groups of teachers, and she talks of teachers who will never be the same, because in Sproul's words:

> Someone has cared enough about them as people to join them where they are, and light a small fire from their own children, and it is what almost never happens for teachers. This is what advisory work is all about. (pp. 120-121)

Manolakes (Devaney, ed., 1977), in his enumeration of the role of the advisor, argues that despite the wide array of practices referred to as "advisement," there seems to be several common advisory functions. His list includes: "Seed Planter and Extender" (p. 105), "Technical Helper" (p. 105), "Personal Support Person" (p. 106), "Informant and Communication Stimulator" (p. 107), and "Expediter" (p. 107). Incomplete without the explanatory paragraphs for each function, all of the titles nevertheless depict the advisor actively involved with teachers.

A third source of information about the role of the advisor, Teacher Centers and Advisory Work, offers us the transcript of a panel discussion on advisory work held at

the Mountain View Center for Environmental Education at Boulder, Colorado. Sponsored by the National Foundation for the Improvement of Education--National Education Association's Teacher Center Project, the text includes the panelists statements and responses to the questions raised by participants. The term advisor is defined as ". . . personnel . . . whom teachers use as helpers, sounding boards, counselors, supportive professionals, confidantes" (p. 1). The preceding definition put forth by the Teacher Center Project supports the growing notion that the advisory role goes beyond helping a teacher in his or her classroom. Maja Apelman, an advisor of the Mountain View Center and panel moderator, also articulates a multi-faceted view of the advisory. In Apelman's words:

> As I was thinking about advisory work and preparing for this panel, I realized that to present my work in schools as something separate is artificial. It is intimately related to my work in the Center and to my connection with the Center, to the resources I have available there and to the way teachers begin to use the Center after they have contact with me. I may start working in a school, with teachers who have never been to the Center, but they always end up coming fairly soon after. (p. 5)

In response to a statement by one of the panelists about the varied nature of the advisor's work, Apelman listed off a variety of topics that come up in advising, and then presented her views on the necessary qualifications for an advisor. Apelman believes:

> An adivsor must have classroom experience. . . There is an understanding you must have of what life in schools is like, which I don't think you can get unless you have been a classroom teacher yourself. An advisor must also have a sound knowledge of child development and an understanding of children's learning and growth. An advisor should be able to connect that knowledge and understanding of child development to curriculum . . . Finally, an advisor should have skill in working with adults . . . It is very important because advisors are asked to deal with principals, teachers aides, parents, students, and university personnel, in addition to the teachers with whom they're working. So there are supervisory skills that have to be developed. (p. 10)

"Some Thoughts on the Advisor" is the title of a talk given by Gretchen Thomas as the Association for Supervision and Curriculum Development conference in March, 1978. Her talk is a response to such often asked questions about advising as: What is an advisor? and How does the role differ from other supervisory positions? Thomas discusses the necessary skills of an advisor, outlines purposes of advisory, and makes a special pitch ". . . to encourage all educators to adopt, as much as possible, this 'advisor' approach to teacher education" (p. 4). The approach she refers to bears similar characteristics to earlier references: responding to classroom teachers as equals, realizing that the desire to learn must come from the learner, knowing that learning must be individualized so that it suits the individuals involved and their situation, and helping teachers to look at the "whys" versus giving answers.

Now that the advisor's role has been presented from the point of view of advisor, it is important to examine it from the teacher's viewpoint. The most extensive study of the advisory to this point in time was conducted by Bussis, Chittenden and Amarel. The report of this study appears in the text Beyond Surface Curriculum (1976) and the results of the study are referred to in several Teacher Center Exchange publications (Devaney, ed., 1977; Teacher Center Exchange Workparty #1, Philadelphia, March, 1977). In their study of teachers' understandings, the researchers conducted in depth interviews with sixty primary teachers involved in programs of Open Education. One of the questions asked about the advisor was: "In thinking about all the various aspects and functions of the advisory. what have you found particularly helpful?" (p. 185) Subsequently, they coded the responses according to kinds of support offered. The following are the advisor perceived support categories, with examples, that evolved from the interview data:

Advisor Perceived As:

--Service and Administrative Agent
--Extension of Teacher (helping hand; parallel activity)
--Emotional Stabalizer and Stimulator
--Respecter of Individuality
--Stage Director and Demonstrator (teacher's apparent intent is to "copy" what advisor does or transmit an idea directly into the classroom)
--Diagnostician and Problem-Solver
--Provider of Alternatives
--Explainer and Theorist

--Modeling Agent
--Appreciative Critic and Discussant
--Provocative and Reflective Agent
--Leader and Challenger

(pp. 144-147)

The categories of advisor perceived support provide us with an extended picture of the advisory role. The categories also serve to illustrate that one basic activity, that is, of an advisor working with a teacher in his/her classroom is perceived in many different ways. Of the sixty participants, it should be noted that fifty-eight perceived the advisor's efforts as supportive. This widespread view of support by the advisor is certainly optimistic, especially in light of past inservice efforts.

The fact that the role of the advisor is perceived in many different ways leads this researcher to wonder how participants view the many activities of a single teacher center, especially one whose activities are specifically designed to respond to the shared teacher center purposes and premises articulated by the Teachers' Center Exchange. To reiterate, a shared premise among centers is:

> Teachers must be more than technicians, they must continue to be learners. Long-lasting improvements in education will come through inservice programs that identify individual starting points for learning in each teacher; built on teachers' motivation to take more, not less, responsibility for curriculum and instructional decisions in the school and the classroom; and welcome teachers to participate in the design of professional development programs. (Devaney, ed., 1977, p. 10)

Again, according to Devaney, common teacher center purposes are:

> To respond to teachers' own definitions of their continuing learning needs with assistance and instruction that helps teachers enrich and activate the learning experiences of the children in their own classrooms. To provide an environment where teachers may come to work on materials or projects for their classrooms, receive instruction individually and together, and teach and encourage each other. To advise and assist teachers in their schools, working in the spirit of finding the teachers' own starting points for improvement. (p. 10)

The extent to which a local teacher center responds to these premises and purposes is a key issue among teacher center scholars. One of the terms used to describe responsiveness is "credibility." Yarger (Teacher Center, 1977), in emphasizing the importance of studying teacher center credibility, presents both a definition and a course of action for developing it. He defines credibility as ". . . the extent to which a program addresses perceived needs" (p. 36). He goes on to say:

> While there are other kinds of needs as well . . . only perceived needs bear directly on the credibility of a program. Thus from a program participant's point of view, a program is credible if it appears to relate to that participant's professional life. Obviously, program success will be related to program credibility. (p. 36)

Yarger also suggests directions for ". . . developing 'truly' credible programs" (p. 27). According to Yarger:

> The process of developing truly credible programs must involve not only the open solicitation of input from field practitioners, but also a process of

> aiding practitioners in analyzing their instructional roles, thus providing the necessary data for determining what is needed and what is not needed. (p. 37)

Developing program credibility is a lofty aim for a teacher center, but certainly an important one. As noted by Yarger, one step in establishing credibility is acquiring information from program participants about a center's current practices. The purpose of the next section in the review of literature is to examine the literature treating possible approaches for acquiring information about a teacher center's operations.

The Evaluation of Reconceptualized Inservice Settings

As a step towards establishing credibility, Yarger's call for acquiring information from program participants of teacher centers, is but one of many urgings to "test the waters."

The importance of participants' perceptions is noted in several other teacher center publications. In this next section the reviewer examines the literature that suggests the need for evaluating teacher center programs. In addition, he will provide a review of those areas of teacher center evaluation and psychology literature that hold insights into possible directions for ascertaining teacher center program responsiveness is provided.

Lastly, follows a discussion of what has been tried, and what still needs to be done, with regard to the evaluation of locally designed teacher centers.

Three sections of the Commissioner's Report on the Education Profession 1975-76: Teacher Centers suggest different motivations for teacher center evaluation. Lovett and Schmeider, in their article "The New Teacher Center Program," outline the major characteristics of the Teacher Center Program, events that may have great relevance for the future of teacher centers, and, lastly, the kinds of outcomes center developers and operators might want to measure. Measurement topics considered important by Lovett and Schmeider are:

--effectiveness as perceived by teachers

--effectiveness as perceived by administrators

--degree to which teachers' individual needs are met

--degree to which the high priority training needs of school systems are met

--relationship of training programs to substance of curriculum in classrooms of participants

--proportion of training during "regular" school hours

--degree of teacher input into program development and implementation

--extent of teacher-developed curricula used in training programs

--extent to which programs are more comprehensive and systematic than traditional inservice programs

--amount of teacher interaction and sharing of classroom successes

--increase in utilization of new learning concepts, approaches, and research findings

--degree to which teachers are better prepared in high priority staff development needs areas; e.g., mainstreaming, basic skills, reading, energy education

--impact in terms of the above on other forms of inservice education (pp. 139-140)

In reading through the above list, it is interesting to note the many topics that include teachers and their perceptions about a program or a specific program practice.

Kemble, writing for the American Federation of Teachers in the Commissioner's Report, sees the ". . . failure to implement effective evaluations. . ." as one of the common problems of teacher center development. She goes on to say that effective teacher center evaluations ". . . might show concrete evidence of the importance of their work . . ." (p. 143), thus convincing school districts in which they operate of their value.

Pomeroy, in his "American Association of Colleges for Teacher Education on Teacher Centers," which appears in the Commissioner's Report, lists three evaluation principles essential to the development of any teacher center. The first of the evaluation principles mentioned relates to the identification of student learning needs. According to Pomeroy:

> The learning needs of school students should be at the core of the goals and objectives for each center. Students' needs should be identified through a range of evaluative techniques such as interviews with teachers, administrators, parents, community leaders, standardized test scores, statewide assessment data, and school records. (p. 154)

The other two evaluation principles suggest the inclusion of quality control checks and research and development opportunities. In terms of quality control, Pomeroy voices the following consideration:

> Evaluation and other forms of quality control should be applied to all facets of the center program and operation. (p. 155)

With regard to research and development, Pomeroy discusses a multi-faceted approach:

> Emphasis in research and development should be a part of each teacher center's program. Centers should afford opportunities for school personnel to study the learner, the best instructional techniques and themselves in relation to teaching and learning. (p. 155)

The expressed need and varying purposes for teacher center evaluations and research discussed in the Commissioner's Report appear in several other teacher center publications. Two of the most informative are the Teachers' Center Exchange bulletins, which call for research on experienced teachers' centers, and Devaney and Feiman's entries in Essays on Teachers' Centers (Devaney, ed., 1977).

In 1978, the National Institute of Education asked the Teachers' Center Exchange to administer a competition for research on experienced teacher centers. The intent of the program was to award subcontracts to conduct research which explored exemplary practices in experienced teachers' centers. It was the hope that such research would be of benefit to those who operate or support experienced centers and to those newer centers with developing programs. Included in the Teachers' Center Exchange's bulletins of information concerning the awards were suggested topics for study. The research topics were arranged into two general categories: (1) research on practices and process, for example, how a center governs itself, or manages programs; and (2) influences of classroom practices on center participants, a center's influence in the broader community, or effects of level of program involvement on the perceptions of participants towards the center.

The bulletin stated that, because of the modest level of the awards, highly rigorous scientific research would be an unrealistic expectation. It was hoped that the research efforts would explore and identify the processes by which the center assists teachers to improve classroom instruction.

> . . . not necessarily in order to prove or verify them, but in order to generate, extend, elaborate and refine them. Investigations undertaken . . . should yield practical ideas about how to discover and assess some effects of participation . . . it should provide propositions about causes and effects, which stimulate reflection and deepen discussion among teachers' center practitioners and researchers. (p. 2)

The "Awards for Research on Experienced Teachers' Center" bulletin by the Teachers' Center Exchange expresses, once again, areas for teacher center research and reasons for studying them. Especially important among the support for such research are the statements concerning the dissemination of information acquired through the research. By the nature of the topics emphasized, the Teachers' Center Exchange should be able to distribute final reports that provide greater understandings of how experienced centers function and effect their environment. Such information could be used to ascertain the relative merits of the federal legislation that gave rise to many experienced centers. More specifically, it could help to determine whether teachers involvement in the control of inservice opportunities make a difference in the education of America's children--certainly an important consideration in these times of tight money, a static teaching field caused by declining enrollment and the public's questioning of the use of its tax dollars to fully fund public education.

Both Devaney and Feiman (Devaney, ed., 1977) echo the Teachers' Center Exchange suggestion for documentation of teacher center activities and effects of participation. They also provide detailed information about what evaluation attempts have been completed, and what directions future efforts could take.[4]

Devaney (ed., 1977) emphasizes the role of evaluation as one of helping to inform the public about teacher center operations.

> Because they flow from thought which is perceived as tributary and not mainstream to American educational tradition, teachers' centers need to document what they do and what teachers take from them in terms which can be understood by educators and laymen who are not familiar with teachers' centers' basic assumptions. What needs do teacher participants bring to centers? In what specific ways do teachers' center programs fill those needs? To what extent and how does the instruction in a teachers' center improve teachers' ability to impart 'basic skills?' How do teachers in fact change their practice? (p. 167)

Feiman (Devaney, ed., 1977) voices an appeal for comprehensive evaluations so that existing centers can better understand their programs and similar centers could utilize such understandings to improve programs. In Feiman's words:

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[4]A more detailed discussion of Devaney's and Feiman's evaluation ideas appear in a later section of this chapter.

> There is insufficient knowledge about what is going on in different kinds of centers, why those particular activities take place, how they relate to the needs and interests of center participants, what short-term and long-range effects are produced. . .
>
> The quality of center programs would be enhanced if centers were clearer about what they are trying to do and why, and could measure a clear picture of their expectations against an empirically-derived picture of what they are actually doing. Individual centers should develop the capacity to monitor their own activities through appropriate internal data-gathering procedures. Like-minded centers could use similar procedures to facilitate a progressive building on findings and methodologies. (pp. 97-98)

Given the preceding appeal for comprehensive evaluations of teachers' centers to extend current understandings about them, one question naturally follows: What are appropriate methodologies for acquiring pertinent information? Three areas of literature offer significant insights concerning teacher center evaluation approaches: teacher center, evaluation, and the third force of psychology. The purpose of the next section of this review is to distill from readings in these areas approaches that could be field tested in teacher centers and other reconceptualized inservice education settings.

Within the field of teacher center literature, Feiman's (Devaney, ed., 1977) notion of categorizing teacher centers by the assumptions upon which they are built provides us with an excellent starting point for examining teacher centers. In her scheme, centers are

categorized according to three types and labeled using the terms originally introduced by Kohlberg and Mayer (1972). In Feiman's words:

> I believe that what basically differentiates teacher centers is not so much the organizational forms they take but the assumptions on which those forms are built. In other words, with different kinds of centers are certain beliefs about what teachers are like, who should control their education and training, how they can best be helped to improve their work. Ultimately, these perspectives stem from different views of the teaching/learning process.
>
> It is impossible, therefore, to look at teachers' centers in terms of three prevailing educational ideologies. The labels "behavioral," "humanistic," and "developmental" have been adopted because they suggest a set of interpretive frameworks which can help clarify differences in center beliefs, programmatic features, and approaches to evaluation. (pp. 85-86)

Given Feiman's basic premise that the starting point for any teacher center evaluation should be a center's underlying assumptions, the initial task of the evaluator is to identify such assumptions in the particular setting.

Feiman elaborates her basic premise with each of the three teacher center types. In her explication of the developmental center she "hits home" immediately.

> A 'developmental' center sets out to stretch teachers beyond their own 'starting points' to new levels of understanding and more effective modes of practice by encouraging them to reflect on their teaching and to clarify and assess the assumptions which inform it. (p. 93)

She continues:

> A center committed to teacher development has some conception of the kinds of teacher behaviors which indicate more developed stages of professional functioning and some ideas about the kinds of physical, emotional, and intellectual support likely to encourage the growth. (p. 94)

Further along in her discussion of the developmental center Feiman proposes fundamental differences between it and the humanistic center. The humanistic center assumes a natural teacher development that "happens" when teachers get the help they want and have chances to follow their own interests in a stimulating and supportive environment. The developmentalist, on the other hand, believes that teacher center experiences do not automatically encourage on-going professional growth. They believe several factors lead to teacher growth.

> For that to happen teachers need time, motivation, and the tools to conceptualize their experiences and translate them into personal meanings which change their beliefs and their teaching behavior. (p. 94)

A further distinguishing quality of the developmental center is its emphasis on

> . . . encouraging independent initiative and critical judgement; not only on responding to immediate needs but also on creating awareness of basic needs which require serious work over time. (p. 94)

The varying natures of humanistic and developmental centers pose different questions and concerns for the evaluator of each program. The more planned, long-term

view of growth in the developmental center necessitates that the evaluator examine factors that are intended to encourage growth, for example, the role of the advisors, workshops, and teacher's perceptions of such factors. Whereas, the evaluator in the humanistic center would be more interested in examining the many spontaneous encounters that are characteristic of the humanistic center. Once the teacher center evaluator has decided what to study, he/she then must identify appropriate data gathering procedures.

The Bussis, Chittenden and Amarel Study (1976) is one example of evaluators attempting to utilize methodology consistent with the learning approach of the centers they examine. The methodology advocated and used by the researchers are ones that enable them to delve below the surface to derive teacher's beliefs and understandings. In Beyond School Curriculum (1976), Bussis, et al., includes this in-depth approach as part of a revised evaluation paradigm. The following excerpt, taken from their rationale, outlines specific evaluation strategies.

> A revised paradigm for research would have to be as much concerned with the quality of experience and the meaning of behavior as with the occurrence of behavior, and it would not assume that similar behavioral expressions by different people necessarily have similar meanings. Thus, it would encourage research and evaluation strategies aimed

> at eliciting meaning and uncovering various qualities of human experience, thought and production. Such strategies might include, among other things, an in-depth interview of the kind developed for this study, Piaget's "methode clinique," observation, the documentation of environments, and the analysis of work products and of language samples. These and similar strategies lend themselves to a potential use that is more in the spirit of inquiry than of "criterion testing." (pp. 14-15)

As noted earlier in this review, the strategies put forth by Bussis, et al., did, in fact, help them collect data on the quality of human experiences, meanings behind behaviors, and a variety of teacher responses to a common experience, the advisory. Such data are important to the developmentalist in his/her attempts to ascertain revisions in a teacher's conceptual framework, revisions being one of the oft stated goals of this school of learning.

Bussis, Chittenden and Amarel urge that evaluators, especially those interested in generating new understandings, give greater use to a revised evaluation paradigm.

> In summary, the evidence indicates that an interview methodology such as the one reported here is a sensitive approach to the study of underlying constructs about teaching and learning that have visible counterparts in the classroom and that have a traceable continuity over time. This and other methodologies need to be refined for sustained and programmatic research on the origins, nature, and influence of teachers' thinking. Few areas of investigation are as important for understanding the educational process and few have been as seriously neglected. (p. 171)

In further support of the utilization of a revised evaluation paradigm, Bussis, Chittenden, and Amarel cite the words of Cantril (1950) who encouraged such an approach more than a quarter of a century ago.

> If the nature of man's everyday experience is to be fathomed, it is necessary first of all to try to describe man's experience in appropriate terms...
>
> By refusing to place firm reliance on variables that are labeled subjective, psychology has neglected some of the more important problems with which it should be concerned and has not done justice to the uniqueness of man. (pp. 18-19)
>
> ...the very complexity of the problems provides part of the motivation for trying to understand them. (p. 21)

Devaney (ed., 1977), in her discussion of the work of Bussis, Chittenden and Amarel (1976) emphasizes the value of a process orientation to evaluation. According to Devaney, such methodology bears an important relationship to teacher center purposes.

> The ETS interviews assess participants' intentions and decisions about teaching rather than their performance or their students' performance. Such evaluation is consistant with the purposes of most teachers' centers--to improve teachers' sense of coping in the classroom, of resourcefulness, and of deciveness. (p. 165)

She argues further that the interview approach produces more reliable information than

> ...conventionally scientific measures of 'outcomes' ...because of the impossibility of separating and controlling all the 'inputs' at work in a school. (p. 165)

finally, Devaney contends that not everyone will accept teachers' perceptions and intentions as evidence of performance. She therefore recommends that several kinds of instruments be used

> ...in order to judge centers' effectiveness, both in their own terms and in terms that will be convincing to outsiders. (p. 165)

Within the field of evaluation, there are others who emphasize a process approach to evaluation (Guba, 1978; Bogdan and Taylor, 1975; Loflard, 1973; Weiss, 1972; Filstead, et., 1970; Glaser and Strauss, 1967; Webb, 1966). Three who offer significant perspectives about generating meaningful data in revised inservice settings are Griffin (1978), Patton (1975), and Brown (1968).

Griffin (1978) presents a condensed picture of what he feels have been the most common goals and purposes of staff development over the past two decades. He infers from that condensation, guidelines for the evaluation of programs that embrace new purposes.

Griffin outlines two major evaluation areas for staff development, conventional goals for staff development and individual and contextual goals for staff development. Among the list of items under conventional goals he includes: more effective pedagogy, introduction of innovative curricula and creation of more effective curriculum materials. Under the individual and contextual goal

category he lists greater collegiality, more teacher participation in school decision making, creation of opportunities for educators' self-actualization and greater organizational problem solving ability.

If staff development is viewed as a two-prong goal area approach, Griffin believes that various "structural properties" are needed to accomplish the goals. The structural properties outlined by Griffin involve: a governing structure; a reward system; a communication system; a linkage to other systems; time, space, materials, and evaluation. In his elaboration of evaluation he notes:

> ...evaluation efforts should reflect the complexity represented and should, of necessity, move beyond such linear measures as pre- and post-tests of either knowledge or perceptions or summative measures of accomplishment of goals. (p. 130)

The following evaluations guidelines put forth by Griffin are intended to

> ...promote the revelation of important and meaningful data to both modify an on-going program of staff development and judge it at its completion. (p. 130)

Griffin believes that evaluations of complex staff development programs should be (1) on going, (2) informed by multiple data sources, (3) based upon both quantitative and qualitative data, (4) explicity and public, (5) considerate of participants' time and energy, (6) focused on all levels of the organization, and (7) presented in forms that can

understood by the participants and patrons of the program studied.

In Griffin's discussion of the guidelines about considering participants' time and energy, he suggests several time considerate techniques.

> It is important to recognize that staff development is more often than not an additional layer on an already complicated and busy life. This recognition calls attention to the necessity to look at evaluation of staff development from a perspective that considers economic and efficient use of participants' personal resources. Whenever possible, informal techniques should be employed, ones that may depend upon some observation of normal behavior rather than upon out-of-context expenditure of additional effort by participants. The tape recordings referred to earlier offer this opportunity... Further, products of the program, documents and other print materials, can be examined to determine their relation to the intentions of the program. "On the run" questions and answers can result in insights into the operation of the plan. The staff development program evaluator should be aware of and willing to use unobtrusive measures and other techniques that emerge out of the natural setting rather than imposing yet another set of responsibilities on those persons who, willingly or unwillingly, are moving through the development activities. (p. 136)

Many of Griffin's time considerate techniques are noted by Patton (1975) as important components of a revised evaluation paradigm. A member of North Dakota Study Group on Evaluation, Patton emphasizes a view of evaluation similar to the process approach described earlier in this chapter (Bussis, Chittenden, and Amarel, 1976). Patton believes a revised evaluation paradigm is important for

"...its contribution to program development, not its labeling of successes and failures" (p. 38). The revised evaluation paradigm

> ...stresses understanding that focuses on the meaning of human behavior, the context of social understanding, an emphatic understanding of subjective (mental, not nonobjective) states, and the connection between subjective states and behavior... The alternative paradigm proposes an active, involved role for the social scientist/evaluation researcher...The alternative paradigm relies on the field techniques from an anthropological rather than natural science tradition, techniques such as participant observation, in-depth interviewing, detailed description and qualitative field notes. (pp. 7-8)

Although the researcher will not provide a discussion of the several strategies described above, they are clearly described by the North Dakota Study Group in other publications: observation techniques (Carini, 1975), documentation techniques (Engel, 1975, 1977), and interview techniques (Perrone, 1975).

Brown (1968) provides us with an in depth discussion of the perceptual psychologist's understanding of beliefs, perceptions and behavior. He also supplies us with approaches for ascertaining relationships between such concepts. Brown's work offers the teacher center researcher valuable strategies for determining whether teacher centers do in fact accomplish their lofty aims of ministering to teachers' needs in ways that teachers feel helped or nurtured, not coerced or pressured.

Brown lays the groundwork for his study by explicating basic tenets of perceptual psychology (Combs and Snygg, 1949; Cantril, 1950; Allport, 1955; Kelly, 1955 a and b; Rogers, 1961; Maslow, 1962). The following excerpts are taken from Brown's condensation of perceptual psychology.

> The perceptual psychologist takes as his fundamental assumption that people's ideas, emotions, opinions, and beliefs have an effect upon their behavior... people do not behave according to the facts as <u>others</u> see them. They behave according to the facts as <u>they</u> see them. What governs behavior of the individual are his unique perceptions of himself and the world in which he lives, the personal meaning things have for him. (pp. 13-14)

> Another basic concept of perceptual psychology is that all behavior is caused. It is purposeful. When the purposes or reasons are confused, vague, and uncertain, the behavior is equally confused, vague and uncertain. When the rationale is extremely clear definite, so is the behavior. (p. 14)

> ...all behavior is determined by, and pertintent to, the perceptual field of the person doing the behaving. The perceptual field might be called the private or personal world of the individual. The "reality" of this world lies not in physical things and events, but in the individual's experience of those things and events... (p. 14) The perceptual field of a given individual at a given time is organized according to his purpose and the behavior by which he is trying to accomplish that purpose... (p. 15) The perceptual approach to understanding behavior is concerned solely with the problem of how events are experienced by the behavior. (p. 17)

Brown's study, which is based on the preceedings third force psychology view of man, examines teacher beliefs and behaviors in varying combinations. Brown asserts that a particular teacher may or may now show consistencies with the philosophy he/she avows. When a discrepancy exists

between what a teacher believes about education and how he/she practices in the classroom, there exists a "...beliefs-practices dilemma" (p. 27).

Brown generates data about the relationship between teacher beliefs and behaviors using techniques supported by Griffin (1978) and Patton (1975). Especially informative is his Teacher Practices Observation Record (pp. 103-105).

Brown's and the perceptual psychologists' stance on beliefs and behaviors are examined by two other groups of researchers. Argyris and Schon (1974), as well as Bunker and Hruska (1978), offer perspectives that could help the teacher center researcher/evaluator to understand meaningful relationships between teacher center beliefs and purposes and practices.

Argyris and Schon (1974) provide a practitioner's guide for studying theories in use in their behavioral worlds. Theory in Practice: Increasing Professional Effectiveness presents several models of how professional behavior is enacted. Of greatest importance to this researcher, however, is their notion of "congruence."

> Congruence means one's espoused theory matches his theory in use--that is, that one's behavior fits his espoused theory of action. A second (and much used) meaning of congruence is allowing inner feelings to be expressed in actions: when one feels happy, he acts happy...

> The degree of congruence varies over time. One's ability to be himself (to be what he believes and feels) may depend on the kind of behavioral world he creates. A behavioral world of low self-deception, high availability of feelings, and low threat is conducive to congruence; a behavioral world of low self-esteem and high threat is conducive to self-deception and incongruence. If one helps create situations in which others can be congruent, his own congruence is supported. (p. 23)

If teacher centers are to realize their potential for responding to the needs of clients, they must be concerned with congruence. Congruence in terms of teacher centers would mean that centers are consistantly doing what they say they are trying to do. An important question arises from this concept, How does one document or record congruence actually happening? Argyris and Schon (1974) and Combs (1969) provide insights in addressing this question.

Argyris and Schon's view of an effective professional bears a strong relationship to Combs' (1969) effective helper. In Argyris and Schon's words:

> To be effective, a person must be able to act according to his theory-in-use and decisively especially under stress. (p. 27)

Combs, et al., (1969) in their Florida Study of the Helping Professions, report that among the characteristics of an effective helper:

> . . . the question of methods in the helping profession is not a matter of adopting the "right" method, but a question of the helper discovering the right method for him. That is to say, the crucial question is not "what" method, but the "fit" of the method, its appropriateness to the self of the helper, to his purposes, his subjects, the situation, and so forth. We now believe the important distinction between the good and poor

> helper with respect to methods is not a matter of his perceptions of methods, per se, but the authenticity of whatever methods he uses...
>
> We suspect a major problem of poor helpers is the fact that their methods are unauthentic, that is they tend to be put on, contrived. (pp. 75-76)

Bunker and Hruska (1978) offer additional understandings about examining congruence. In writing about an approach to inservice education based on certain humanistic assumptions or beliefs about learning and learning environments, they supply one approach to tracing beliefs and behaviors in an inservice setting.[5]

Bunker and Hruska used the Belief System (Chapter II, p. 29) that was developed at the University of Massachusetts' Integrated Day Program as a filter to illustrate how various inservice activities could be matched with individual beliefs. They asked participants to list ways in which the inservice leaders put their beliefs into practice during prior sessions. What resulted was a compedium of statements that they assigned to each belief.[6] The first belief is followed by eight activity statements. I will include only three of the statements.

(1) Participants should be actively involved in solving real problems. People learn to do what they do. Learning takes place when people receive data and have an opportunity to interact with those data.

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[5]Other studies that have examined this same belief system include: Clark, J. (1980); Hruska, M. (1978); Mayo, M. (1978); Newman, C. (1980: Schumer, A. (1973); Spencer, N. (1980); Watt, A. (1980) and Welles, L. (1975).

[6]It was noted earlier that many of the activities "fit" more than one belief.

> Articles and research materials were shared with teachers and administrators allowing them to get new information and to interact with it through discussions.
>
> The chief administrator sought active participation and input of staff members, staff focused on the identification of problems in the district and examined their personal meanings for staff development.
>
> Small group structures were provided to allow for more interaction and involvement of the participants, which would increase learning opportunities. (pp. 28-29).

As Bunker and Hruska have used their belief system to generate data about their particular inservice sessions, they urge others to apply similar processes to other settings. They suggest:

> Whether your school district is large or small, whether your program is individualized to system-wide, and regardless of the variation in personnel, the Belief System can provide a framework for the planning, implementing and evaluating of your project. (p. 33)

Bunker and Hruska's emphasis upon the Belief System as a means for the planning, implementing, and evaluating of inservice projects concurs with Feiman's (Devaney, ed., 1977) notion that the starting point for examining teacher centers should be the inservice program's underlying assumptions. In the case of Bunker and Hruska's work, the first belief is similar to the assumptions that underlie developmental centers. The problem remains, however, that few attempts have been made to examine developmental, or any other type, teacher centers. The work of Bussis,

Chittenden and Amarel (1976) and Feiman (1975) are two of the most widely cited examples.

To restate an earlier point, the Bussis, et al., (1976) study proves to us that teachers respond to the same in-service experience, the advisory, in many different ways. Such a phenomenon poses an interesting challenge for the conscientious advisor or teacher center helper. "How do I know I am truly meeting the needs of individual teachers?" This concern for how teachers view inservice offerings brings to mind Yarger's (1977) point about program credibility, that is, a center's ability to respond effectively to participants' perceived needs.

Feiman's (1975) study of the Teacher Curriculum Work Center is one of the only reported evaluations of a teacher center. The goal of her study was

> ...to capture the way of life of one functioning teacher center by sampling aspects of the center program and by exploring the viewpoints of various participants. (p. 1)

Feiman and her colleagues proposed

> ...to conduct a descriptive study of one center as a first step towards assessing its effect on teachers and teaching, and as a way of informing our understanding of centers in general. (p. 1)

Feiman was able to draw most of the empirical results from data generated by three sources: (1) sign in/out forms filled out by users each time they came to the center during the time of the study (January, February,

1974), (2) personal data sheets completed by the visitors during the same study time period, and (3) observational data gathered from sampled time periods during the study. Feiman also noted that the center's written records were examined and the staff were surveyed through taped interviews.

The sources of data utilized by Feiman are of the type outlined by Griffin (1978), Bussis, Chittenden and Amarel (1976) and Patton (1975). This one example of the implementation of a revised evaluation paradigm gains in its integrity through the synthesis of the various data sources.

It is important to restate one of Freiman's purposes for conducting this study of the Teacher Curriculum Work Center:

> ...as a first step towards assessing its effect on teachers and teaching, and as a way of informing our understanding of centers in general. (p. 1)

A first step is precisely what this study provides for the teacher center movement. In the battle for the federal dollar to refund the teacher center bill, Feiman and others believe that quality teacher center programs are an important way to combat the notion of the teacher center being a fad. In terms of satisfying the intent of the federal teacher center bill, quality programs would be those that are meeting the needs of the teachers they

serve. Also, they would have teachers involved in the planning, implementing and evaluating of such programs.

At this time, there is, as has been emphasized earlier, little information about how to evaluate programs to improve their quality. Feiman (Devaney, ed., 1977) echoes the beliefs of those researchers and evaluators cited earlier (Griffin, 1978; Bussis, Chittenden and Amarel, 1976; Patton, 1975) when she calls for widespread formative evaluations of teacher center programs.

> Too often evaluation is used to provide a data base for defending or attacking a particular program at refunding time. It would be more appropriate to concentrate on formative evaluation which can contribute to program development and provide more detailed information about centers in general. There is insufficient knowledge about what is going on in different kinds of centers, why those particular activities take place, how they relate to the needs and interests of center participants, what short-term and long-range effects are produced. (p. 97)

Chapter Summary

Chapter II has presented a review of the professional literature in three areas. The first section suggests new directions for the development of inservice programs: programs based on teacher input and initiative versus ones that are mandated by "higher ups." The second section provides us with information about a relatively new approach to inservice that offers the promise of responding to newly espoused concepts.

The teacher center, with all of its promise and widespread support, is still, however, relatively unknown to us. The last section suggests possible ways for evaluating promising new inservice programs. The use of a revised evaluation paradigm is stressed. It is argued that such an approach can help us to acquire information about relationships between inservice program purposes and practices.

The knowledge gained in this review of literature provides a basis for the field testing of a revised evaluation paradigm in a locally designed, and federally funded, teacher center. The next section of this study will present the methodology, and a rationale proposed for studying one teacher center program. It is the intent of the chapter to provide others with detailed information about the development, piloting and implementation of the methodology.

C H A P T E R III

RESEARCH METHODOLOGY

Introduction

Based on the problem and purpose sections presented in Chapter I, and, with literature support given in Chapter II, this chapter describes the methodology utilized in the implementation of the study purposes. The methodology presented in this chapter is this researcher's attempt to apply newly espoused evaluation principles (Bussis, Chittenden and Amarel, 1976; Patton, 1975) in a locally designed, federally funded teacher center: the Amherst Area Teacher Center (AATC).

The Amherst Area Teacher Center was one of sixty-one centers funded by the United States Office of Education in 1973. It evolved from a Staff Development Advisory Group (SDAG), which had already begun several important tasks: (1) survey students and staff to determine needs, (2) locate resources to address needs, (3) develop a linking system of teachers teaching teachers, and (4) create an evaluation scheme.

The SDAG also agreed upon a set of beliefs about staff development that would serve as guidelines for decision making. Among the beliefs were:

-- We believe that teachers, administrators, and support staff must take control of their own professional development. They know what they

need to learn and must be the ones to make the decisions about how this learning is implemented.

-- We believe that each staff member has varied strengths and that we must build upon these strengths. The more we focus on success, the more we will continue to grow.

-- We believe that it is crucial for staff members to get support from others. This encourages us, stimulates us, and helps alleviate the loneliness of our profession.

-- We believe that staff members should be actively involved in solving real problems. What is designed should be relevant to their needs.

-- We believe staff members will benefit from self-initiated and self-directed staff development. They should be involved in the design, implementation, and evaluation of their own programs. Shared decision-making increases involvement. (Bunker and Hruska, 1980, p. 80)

The original funding proposal (March 29, 1978) for the AATC listed these same beliefs, although with slightly different wording. The proposal also discussed four objectives related to student needs. The goals mentioned were: (1) set-up in-school Teacher Resource Centers to house relevant resources and supplies, (2) improve communication and coordination between elementary and secondary staff development groups, (3) offer personnel and resources to help teachers in the classroom, and (4) aid teachers in creating new curriculum materials.

The early efforts of the AATC focused on four "umbrella" student needs objectives. In order to satisfy teachers' differing needs and styles in addressing the

objectives, flexibility was built in to the activities sponsored to attain them. Teachers could choose from such activities as workshops, mini-grants, non-inservice courses, conferences and conventions.

As stated in the original funding proposal, a major goal of the AATC was communication between teachers. Four major mechanisms were instituted to maintain healthy human networks--a district-wide policy board, in-school inservice teams, AATC staff visitations with teachers in school and a monthly newsletter, Focus.

The policy board is the governing board of the AATC. Comprised of twenty-six members, seventy percent of whom are teachers, the board meets monthly to make policy decisions concerning the operation of the AATC--defining roles, setting guidelines and making decisions about expending funds.

Another AATC mechanism for maintaining effective communication is the in-school inservice team. Each participating school selects its own team members who meet regularly and are the school's major link with the teacher center staff. Besides their liaison role, they assess teacher needs, plan and approve mini-grant awards, help to determine building priorities and aid in setting up in-school resource centers.

The AATC's newsletter, Focus, serves as a written communication link between the AATC and the more than three hundred school staff. Monthly issues include photos of

teachers and their projects, articles written by AATC participants about conferences and news about inservice teams, workshops or courses, mini-grants and policy board.

One other important communication mechanism is the AATC staff school visitation. AATC staff visit each school on a regularly scheduled basis to assist teachers in several ways--writing proposals, answering questions, linking teachers with human and other resources and follow-up on proposals and workshops.

In addition to such commonplace inservice activities as workshops, courses, and conferences, the AATC offers two special features: the mini-grant and the resource center. They are intended to help the AATC accommodate a wide range of individual needs and learning styles.

The mini-grant provides teachers with financial support opportunity to design their own professional growth experiences. Awards help teachers to design projects, develop curriculum or conduct research based upon their own unique needs and circumstances.

Resource centers are what the title implies, a resource center--which offers a combination of materials, space, and notices--located in each school. Annual funding supports new purchases for centers.

Although the AATC is the major inservice support vehicle for professional staff of the Amherst area, teachers and administrators have other opportunities, as well. The

Amherst and Pelham School Committees have a long history of support for inservice programs and staff development. Amherst/Pelham professional staff collaborate with each other during regular meetings of curriculum committees to which teachers choose to belong. In addition, teachers have the Univeristy of Massachusetts, and its many resources, at their disposal. Many university connections are established as a result of University of Massachusetts personnel serving as presenters of AATC workshops. One other source of inservice support is the Hampshire Educational Collaborative (HEC). HEC is a regional inservice clearinghouse to which Amherst area schools subscribe. The collaborative sponsors courses and workshops that Amherst area professional staff are invited to attend. Such a rich network of inservice experiences provides Amherst area teachers with many professional growth opportunities.

This study focuses solely on the AATC. The researcher explores connections between some of the AATC's features and ascertains how professional staff perceive these connections.

Rationale for Research Design

The researcher conducted a descriptive study which employed a case study approach. Such a descriptive study ". . . is concerned with determining the nature and degree of existing conditions. . ." and not with making ". .. predictions or causal inferences" (Lehman and Mehrens, 1979, p. 81).

The case study approach to examining human affairs involves the researcher in the study of one or a few typical "cases." According to Stake (1977), a case ". . . can be whatever 'bounded system' (to use Louis Smith's term), that is of interest. An institution, a program, a responsibility, a collection or a population can be a case" (p. 7).

In his argument for the use of the case study approach, Stake asserts,

> . . . case studies will often be the preferred method of research because they may be epistemologically in harmony with the reader's experience and thus to that person a natural basis for generalization. (p. 1)

He argues further,

> . . . one of the more effective means of adding to understanding--for all readers--will be by approximating through the words and illustrations of our reports the natural experience attained in ordinary personal involvements. (p. 2)

In this study, the researcher identified and field tested procedures to document the practices employed by the Amherst Area Teacher Center to carry out a set of beliefs about learning and learning environments, and to ascertain how the practices are perceived by AATC professional staff. The researcher assumed that the "words and illustrations" used to represent his "personal involvements" with the AATC helpers, and the professional staff they serve, will add to understandings "for all readers," especially those involved in the evaluation of teacher oriented inservice programs.

As reported in Chapter II, the AATC's belief system[1] is a viable way to promote the inservice development of professional staff. This study has not attempted to prove that the belief system the AATC helpers employ has led to growth in AATC professional staff. Instead, the researcher has provided a first step in a potential long term look at the influence of a helping relationship on the professional growth of the participants in the AATC.

Population

The study population consisted of four paid helpers, four professional staff with extensive involvement in AATC activities and a random sample (N=42) of the approximately 350 professional staff the helpers regularly serve.[2] During the twenty months that elapsed (June 1979 through February 1981) between data collection from AATC helpers and data collection from professional staff, three of the paid helpers remained the same; and, the fourth changed twice. The researcher does not feel the changes in helper personnel significantly altered the data collection from professional staff about the helper's role in AATC operations.

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[1] In Chapter II (p. 75) is presented a list of the other studies that have examined this same belief system.

[2] How the sample was derived is discussed later in Chapter III.

Methodology for research question #1: What is the organizational set of beliefs about learning and learning environments that is supposed to guide AATC operations?

Objective. Based on the urgings of Feiman (Devaney, ed., 1977), this researcher chose "underlying principles," in this case a belief system, as the starting point for examining the AATC's practices. If the AATC believes (as it does) that inservice programs should be teacher initiated, the center's activities should reflect this belief.

Each belief, or underlying principle, can serve as a reference point for collecting data and for analyzing data about center practices. Such data, and its analysis, can inform teacher center staff about consistencies and inconsistencies between a stated set of beliefs and practices designed to implement the beliefs.

Format. Several AATC publications and pronouncements articulate a set of beliefs about learning and learning environments that were intended to guide AATC operations. The beliefs appeared in the original federal funding proposals, federal performance reports, a slide/tape show, and various explanatory brochures (Appendix A) about the AATC.

Implementation. Because the researcher had already established a working relationship with the director of AATC, research access to the AATC was far easier. After discussing the research plan with the director and her staff, the director agreed to the center's participation in

the study. The research plan was reported to the governing board of the AATC, the policy board, as well; they, too, approved the research plan. A public announcement was made via a picture and article in the AATC's newsletter, Focus (March 1979). With this unanimous cooperation, the researcher was given free access to AATC publications and files. Summer "diggings" in the AATC archives uncovered ample evidence of the AATC's belief system.

Problems and issues. The researcher encountered no significant problems or issues during this phase of the study. However, the value of the evaluator establishing a working relationship with the teacher center staff is noted. The helpers' knowledge of the center was instrumental in locating data sources within the center.

Methodology for research question #2: What set of beliefs about learning and learning environments do AATC helpers perceive they are implementing?

Objective. The aim of the second stage of the research design was to determine whether the AATC paid helpers' espoused set of beliefs were the same as the AATC's stated beliefs. One cannot assume that all who work for an institution share that institution's philosophical underpinnings. If the belief system differed, then such differences would affect the course of later research steps.

Format. The researcher decided to use in-depth interviews (Bussis, Chittenden and Amarel, 1976) to collect data about the helpers' beliefs for two reasons: first of all, a strength of the interview ". . . lies in its ability to elicit personal opinions, knowledge, understandings, attitudes, and the like" (Bussis, Chittenden and Amarel, p. 15); secondly, the AATC helpers were busy and they felt the interview format would not disrupt their daily schedules; at the same time, the interviewee remained "off limits" to others during the interview.

The researcher used the institutional beliefs espoused by the AATC as the content base for the interview inventory. In addition to questions about each belief (Appendix B), a more open-ended question was included to cover possible additional beliefs not listed in the AATC belief system. The value of an open-ended question was also illustrated by Bussis, Chittenden and Amarel in their study of advisories. Their final general interview question about kinds of perceived support from advisories elicited responses from interviewees that indicated varying beliefs and attitudes.

Pilot. As was mentioned earlier in the delimitations section of Chapter I, the researcher did an informal pilot of the helper interview inventory. Four classroom teachers read the inventory and gave feedback on the clarity of the questions asked. Without exception, the readers confirmed consistency between the intent and wording of the questions.

Implementation. The researcher interviewed the four AATC helpers over the course of a two-week period. Individual interviews lasted twenty to thirty minutes, and were scheduled to accommodate the time demands of the helpers. Prior to the interview sessions, the helpers agreed to have them recorded. The helper was given a copy of the interview inventory to read through before the session started. Once the taping began, the helper followed along with the wording of the questions as the researcher asked them.

Data analysis. The researcher used the questions on the interview inventory as headings for data collection. Later, when listening to tape recordings of each session, an affirmative "yes" was recorded below the question if the helper agreed she was implementing a belief mentioned by the interviewer. In order to maintain anonymity in recording data, the interviewees were each assigned a number, one through four. The numbers were used in all the data collection steps involving the helpers. Additional beliefs not listed in the AATC's institutional beliefs were recorded by the researcher under the final open-ended question listed in the interview inventory.

Problems and issues. Two caveats associated with this phase of data collection are important to note: (1) find a quiet place to conduct the taping, and (2) make sure the tape recorder is "ready to go" before the session begins. The researcher prepared more thoroughly on both of these

accounts after insufficiently taking them into account during the first interview.

Methodology for research question #3: What strategies do AATC helpers employ to carry out their beliefs?

Objective. The purpose of this stage of the research design was to collect data on how the helpers were implementing their beliefs about learning and learning environments. Three data sources were used: (1) the helpers themselves, (2) the AATC archives, and (3) the professional staff the AATC serves. The value of using multiple data sources in the evaluation of an inservice program is argued by Griffin (1978).

Format. The researcher obtained the data from helpers via the same in-depth interviews used to obtain data about the beliefs helpers perceived they were implementing. After each belief was articulated by the helper, the interviewer probed for ways the helper felt she implemented it. To reiterate Bussis, Chittenden and Amarel's (1976) argument for the use of the in-depth interview, its strength ". . . lies in its ability to elicit personal opinions, knowledge, understandings, attitudes, and the like" (p. 15).

A second data source for obtaining information about how helpers implemented their beliefs was the AATC archives. The researcher examined AATC files, pronouncements, and publications for evidence that the helpers were employing

the beliefs they espoused. The researcher then recorded this evidence, along with any inconsistencies he discovered, next to each of the belief statements. Both Patton (1975) and Engel (1975) discuss the value of such an approach to data collection.

The third source for obtaining information about how the helpers implemented their beliefs was the professional staff whom the helpers serve. Data were collected from them in two ways, through in-depth interviews and via a questionnaire.[3]

Four professional staff, two elementary teachers and two secondary teachers, identified by the AATC helpers as individuals having had extensive exposure to the AATC, were interviewed to obtain data about how the helpers were implementing their beliefs. The questions for this interview were derived from the helpers' espoused beliefs. (Appendix C.) The format for the interview sessions was similar to that used with the helpers; interviews were conducted at the professional staff's convenience--both time and locale--and the interviews were tape recorded.

Pilot. The questions asked of the helpers about how they were implementing their beliefs were reviewed by classroom teachers, along with the questions discussed in the

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[3]The questionnaire is discussed in the next research question.

section of research question #1. The intent and wording of these questions were similarly clear to the readers.

The researcher had teachers read the professional staff interview inventory, as well. The readers noted no problems or concerns.

Implementation. The data collected from helpers were obtained during the same twenty to thirty minute interview described in research question #2 above.

The collection of data from AATC archives took place over a two-week period when AATC helpers were on summer vacation. After a brief orientation meeting with the director of the AATC, the researcher proceeded to examine the AATC archives, which contained such important records as: agendas and minutes of inservice team work parties and policy board meetings, copies of all AATC pronouncements and publications, various needs assessment surveys, mini-grant proposals, monthly calendars and helpers' schedules and cassette recordings of interviews with inservice teams. Next to each belief, the researcher recorded which archival data sources contained evidence of helpers implementing their beliefs.

Data collected from professional staff were obtained in a tape recorded manner similar to that used with the helpers. One main difference in conducting professional staff interviews was that the interviewer had to travel to four locations instead of one because the professional staff members

interviewed taught in four different schools.

Data analysis. The researcher used the helpers' espoused beliefs as headings for data collection. The data obtained from the three sources were recorded next to each belief statement; frequently data were recorded next to multiple belief statements. The data obtained in this step of the research design were used as the basis for a professional staff questionnaire, which is discussed in the section on research question #4.

Problems and issues. No significant problems or issues were associated with the two interview steps involved in this stage of the research design, but one issue should be noted about the collection of data from the AATC archives. As is inherent in such a data collection method, judgements must be made about which data are pertinent to the study. In this case, the researcher made many judgements as he perused the archives for data about practices helpers employed to implement their espoused beliefs.[4] Even after making judgements that distilled the data, the researcher filled an entire notebook with pertinent AATC documents.

Methodology for research question #4: How do professional staff perceive the helpers' implementation of their beliefs?

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[4]Table 5 in Chapter IV (pp. 115) presents data that serve to amplify the decisions made by the researcher in matching archival documents with helper beliefs.

Objective. The aim of this stage of the research design was to obtain data about how professional staff perceived the helpers' implementation of their beliefs. Professional staff's perceptions can help us to know whether helpers' beliefs are congruent (Argyris and Schon, 1974) with their behavior. Data about beliefs-practices consistencies and beliefs-practices inconsistencies[5] can be used by teacher center personnel to evaluate their activity and define future roles in the center. Ascertaining congruence between beliefs and behaviors is one means teacher centers can use to evaluate their activities in an ongoing way. The value of an ongoing, or formative, approach to evaluation was extensively discussed in the review of the professional literature section of this study in Chapter II.

The data obtained about how professional staff perceive the helpers' efforts can also provide valuable understandings to those researchers interested in examining relationships between beliefs and behaviors. As was the case in the Bussis, Chittenden and Amarel (1976) study, different individuals viewed a single helping activity in various ways.

Format. The researcher decided to use a self-report questionnaire (Appendix D), mostly closed response, to obtain data about how professional staff perceived the helpers' activity.

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[5]Brown (1938) refers to the latter phrase as a "beliefs-practices dilemma" (p. 27).

Orlich, in Guide to Sensible Surveys (1975), outlines advantages and disadvantages of questionnaires. He views the following points as advantages: (1) respondents can fill them out at their own convenience, (2) it provides an avenue for expressing one's opinions without the threat of embarrassment, and (3) identical questions are presented to the selected respondents. Orlich sees disadvantages with questionnaires: (1) the researcher is kept from knowing the respondent's motivation for answering questions, (2) reasons behind problems are not explained, (3) respondents may be limited in their opportunities to freely express opinions, and (4) a question may mean different things to different people.

In developing the Professional Staff Questionnaire, the researcher took into account both the advantages and disadvantages Orlich outlines. The major goal for this survey instrument was to gather professional staff members' opinions concerning the role of the AATC helpers. The aim was to develop a survey tool that would offer a great deal of information for professional staff responses; and, at the same time, to not tax their time demands (Griffin, 1973).

As mentioned earlier, the Professional Staff Questionnaire was mostly of a closed response nature. Oppenheim (1966) notes the pro's and con's of open and closed questions. Open questions allow the respondent to

answer in any way he/she chooses. A closed question limits the respondent to one of several responses. In this case, the researcher utilized an adapted Likert-type scale (Strongly Agree - Strongly Disagree). He added a "No Information" (No Info.) response category to the Likert scale to gather data about the professional staff member's level of awareness of AATC helpers' activity.

Some open-ended questions were included in the Professional Staff Questionnaire, as well. The researcher used a limited response fill-in-the-blanks series of questions to obtain data about a professional staff member's type of involvement with the AATC. In addition, he included an open-ended "comments" section at the end of the questionnaire. Open-ended questions were also used to obtain additional data about how helpers implemented their beliefs.

The questionnaire was introduced by means of a cover letter (Appendix D). The letter explained the purposes of the instrument and the estimated time for completion.

The researcher began the questionnaire with a section seeking demographic information: location and nature of the professional staff member's work, length of teaching experience, level of educational training and nature of exposure to AATC activity. The researcher assumed that the background of a professional staff member could affect the way

he/she viewed the helpers' activity.[6]

The researcher ended the questionnaire with an invitation to respondents to receive results of the survey and/or to take part in a follow-up interview, with the hope that three or four would wish to participate. The follow-up interview was intended to provide additional feedback on the validity of the content presented in the questionnaire. What the researcher learned from these interviews appears in Chapter V.

Pilot. The researcher followed the suggestion of Oppenheim (1966) and initially used the questionnaire with a pilot group of four professional staff members. The pilot group consisted of the same four professional staff members who the researcher interviewed earlier in the study. The purpose of administering the questionnaire to a pilot group was to test the clarity of the questions asked. With only one exception, the respondents indicated that the questions were clear to them. After changing each belief statement in questions eight to thirteen from capital letters to lower case with underlining, the questionnaire was ready to be administered to a selected sample of forty-two professional staff.

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[6]Relationships between professional staff members' backgrounds and their perceptions of the helpers are explored in Chapter IV of this study.

Implementation. The first step in administering the Professional Staff Questionnaire was to identify the target population (Borg, 1979). Borg defines the target population as ". . . all members of a real or hypothetical set of people, events, or objects to which we wish to generalize the results of our research" (p. 179). The researcher chose the member schools of the Amherst/Pelham School District as his target population. They were chosen because these schools had been exposed to helpers' activity since the inception of the teacher center, whereas the others had not.[7]

A stratified random sample of forty-two professional staff were selected to participate in the study. The researcher used the demographic section of the questionnaire to derive the categories for the stratification of the sample. He then used the Amherst/Pelham Staff Directory (1979-80) to compute percentages, and exact numbers, of participants in each category. A table of random numbers and the Staff Directory were used to complete the selection of the sample population.

The researcher mailed the questionnaire to the selected sample via the interschool mail system. A self-addressed envelope was included in the mailing packet with directions to return the completed questionnaire through interschool

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[7]Such groups as community members and workshop facilitators were excluded from the sample for the same reason.

mail. The researcher felt that the ease of returning the questionnaire through interschool mail would help to insure a high percentage of returns. Problems relating to the returns will be discussed in a later section of this chapter.

Data analysis. The data obtained from the questionnaire were computer analyzed using the SCSS statistical package. Descriptive statistics, for example frequencies, cross tabulations and means, were derived in these analyses. Relationships were explored between a staff member's background, such as elementary or secondary school affiliation and his/her perceptions of the helpers' activity. In addition to such relationships, the level of exposure of professional staff members to AATC activity was assessed.

Problems and issues. Two problems arose in the administration of the Professional Staff Questionnaire: one was the lack of an adequate explanation about why the members of the selected sample had been chosen;[8] the other was the slow rate of return of the questionnaire. The researcher addressed both problems by writing notes to all members of the sample. One note (Appendix E) provided an explanation about how and why. The second note (Appendix E) served as a reminder to those who had not returned the questionnaire.

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[8]This information was gleaned from an uncompleted, but returned, questionnaire with a note inquiring about the selection of participants.

It included additional information about the nature of the study and an urging to complete it in the near future. The researcher also enclosed a self-addressed postcard (Appendix E) for the respondent to fill out if the questionnaire had been misplaced.

Chapter Summary

Chapter III has presented the methodology, and the rationale for studying one locally designed and federally funded teacher center. First, the researcher introduced the combined purposes and overall design of the study. Then he discussed the four research questions that led to the collection of data pertinent to the study's purposes.

The discussion of each research question included the objective of each question, or data to be obtained by it; the format, with rationale for obtaining the data, the implementation of instruments, including a pilot; the way data were to be analyzed and problems and issues relating to the implementation of the instruments.

In the next section of the study, the researcher has examined the data obtained by means of the study's methodology. Data have been analyzed following each research question. The most extensive data analysis section is the last in which data collected from the Professional Staff Questionnaire is discussed.

C H A P T E R I V

ANALYSIS OF DATA

The purpose of this chapter is to analyze the data obtained. Data have been organized according to the study's four research questions. Following each research question is the categorized data and an explanation of the categorization process. This is followed by an analysis of the data. The researcher has also discussed how the data obtained from each research question relate to the total design of this study.

Data analysis for research question #1: What is the organizational set of beliefs about learning and learning environments that is supposed to guide the AATC operations?

As was discussed in Chapter III, the researcher chose underlying assumptions, or beliefs, as a starting point for this study of the AATC. Freiman (Devaney, ed., 1977) argues this point in the following passage:

> I believe what differentiates teacher centers is not so much the organizational forms they take but the assumptions on which those forms are built. In other words, associated with different kinds of centers are certain beliefs about what teachers are like, who should control their education and training, how they can best be helped to improve their work. (p. 86)

In examining the AATC archives the researcher learned that a specific set of beliefs about learning and learning environments was intended to guide AATC operations. A

careful reading of AATC documents produced a near identical list of beliefs in each case.

Table 1 presents the beliefs as they appear in three AATC documents: the "Process and Procedures" pamphlet distributed to all professional staff the AATC serves, the original federal funding proposal (Grant Proposal Year I), and the transcript of the AATC's own explanatory slide/tape show ("The Amherst Area Teacher Center").

After examining the belief statements listed in Table I it is apparent that they entail specific ideas about how teachers learn and what types of environments support that learning. For example, the AATC's beliefs state that teachers learn best when: they are actively involved in solving classroom related problems, they receive feedback and support from others, their varied needs and learning styles are met, they have the opportunity to work from their strengths, and they take responsibility for their learning. According to the AATC's beliefs, teacher learning can best be supported by an environment that allows teachers to be decision makers.

The fact that the AATC's statements about learning and learning environments paint an interactive picture led to an examination of the ideas and practices of those individuals paid to make the beliefs picture become a

Table 1

AATC Underlying Beliefs About Learning and Learning Environments As They Appear in the Three AATC Documents: "Processes and Procedures," Grant Proposal Year I, "The Amherst Area Teacher Center"

"Processes & Procedures"	Grant Proposal Year I	"The Amherst Area Teacher Center"
Teachers should be actively involved in solving classroom related problems.	Teachers...gain more when they are actively involved in real problems related to their classroom	Module 5: We believe that what we do design will be relevant to our classroom needs and therefore will actually be used.
Teachers will benefit from self-initiated and self-directed inservice.	Teachers...want to be involved in the decision making process.	Module 4: We believe teachers must take responsibility for their own professional development. We know that we need to learn and we must be the ones to make the decisions about how that learning is implemented.
Teachers will be better able to apply new learnings, refine skills, and continue growing as they get feedback and support from others.		Module 16: We believe that it is crucial for teachers to get support from others. This encourages us, stimulates us, and helps alleviate the loneliness of our profession.
Teachers should be involved in decision making about the design, implementation and evaluation of their own professional growth programs.	Teachers...want to be involved in the decision making process.	Module 4: We believe that teachers must take responsibility for their own professional development. We know that we must need to learn and we must be the ones to make the decisions about how that learning is implemented.
Teacher inservice should be designed to meet varied needs and learning styles.	Teachers...want individualized programs with a variety of options. Teachers...perform better when their perceived needs are taken into consideration.	Module 8: We believe that the program must respond to the individual needs and learning styles of each participant.
Teachers respond positively to the opportunity to work from their strengths.		Module 14: We believe that every teacher has varied strengths and that we must build upon these strengths. The more we focus on success; the more we will continue to grow.

reality. The AATC's paid staff, or helpers,[1] provide the next source of data to be analyzed.

The first step in tracing the helpers' activity in the manifestation of the AATC's beliefs was to determine whether they shared the same beliefs among them or whether they held different ones. The need for such information led to the second research question and subsequent data obtained from its methodology.

Data analysis for research question #2: What set of beliefs about learning and learning environments do AATC helpers perceive they are implementing?

The researcher used face to face interviews to obtain the data necessary to answer this question. The six AATC beliefs statements as they appear in the "Process and Procedures" document were used as the basis for the Helpers' Beliefs Interview Inventory (Appendix B). An open-ended question was included at the end of the interview to elicit other possible beliefs held by helpers.

In Table 2 are presented the data obtained from the first half of each question. The data obtained from the second half of each question will be discussed in the section on research question #3. Questions are

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[1]The job titles of the helpers are: Project Director, Inservice Coordinator, Graduate Associate and Administrative Associate.

Table 2

Responses of AATC Helpers to Questions Concerning the Beliefs About Learning and Learning Environments They Perceive They Are Implementing

	Helper #1 Response	Helper #2 Response	Helper #3 Response	Helper #4 Response
1a. Do you feel you act in accordance with the belief that teachers should be actively involved in solving classroom problems?	yes	yes	yes	yes
2a. Do you feel you act in accordance with the belief that teachers will benefit from self-initiated and self-directed inservice?	yes	yes	yes	yes
3a. Do you feel you act in accordance with the belief that teachers will be better able to apply new learnings, refine skills, and continue growing as they get feedback and support from others?	yes	yes	yes	yes
4a. Do you feel you act in accordance with the belief that teachers should be involved in decision making about the design, implementation and evaluation of their own professional growth program?	yes	yes	yes	yes
5a. Do you feel you act in accordance with the belief that teacher inservice should be designed to meet varied needs and learning styles?	yes	yes	yes	yes
6a. Do you feel you act in accordance with the belief that teachers respond to the opportunity to work from their strengths?	yes	yes	yes	yes
7a. Are there other beliefs about learning and learning environments you feel you are implementing in your role as an AATC helper?	no	no	no	no

listed in the left hand column and the helpers' responses in columns next to them.

Even though a simple "yes" or "no" response was required of the four AATC helpers, the results of this part of the interviews with them proved significant. The helpers' unanimous "yes" responses to the first six questions along with their unanimous "no" responses to the last question indicate the helpers perceived they were implementing the same set of beliefs as those supported by the AATC as an institution. How the helpers carried out the beliefs is the focus of the next data analysis section.

Analysis of data for research question #3: What strategies do AATC helpers employ to carry out their beliefs?

Three sets of data were examined to ascertain what strategies helpers employed to implement their beliefs. The researcher examined: (1) statements taken from transcripts of tape recorded interviews with helpers, (2) documents collected during "diggings" in the AATC archives, and (3) statements taken from tape recordings of professional staff member interviews. Through the use of multiple data sources, the researcher followed the urgings of Griffin (1978) to tap different data sources in the study of an inservice program.

Data about how helpers perceived they implemented their beliefs were obtained from the second half of each of the seven two-part questions asked during the face to face interviews with them. The distilled data for each belief are presented in Table 3 that follows.

One can see from the information presented in Table 3 that the helpers perceive they implemented their beliefs in a variety of ways, everything from publishing a newsletter to style of talking to teachers. One can see many similar strategies appear under different beliefs. This point will be discussed again in the analysis of data for research question number four. The distilled data included in the chart tell us about how the helpers' view their activity. However, the helpers themselves are but one source of information. The researcher also examined the AATC archives for data about how helpers applied their beliefs.

Table 4 provides examples from AATC documents that inform us about the helpers' implementation of their beliefs. It should be noted that all of the documents examined by the researcher were developed by the helpers or by the helpers with members of the professional staff whom they served.

In Table 4 are presented examples from AATC documents about the helpers' activity. The statements presented in

Table 3

Strategies AATC Helpers Perceive They Utilize To Implement Their Beliefs

Beliefs:	Strategies:
Teachers should be actively involved in solving classroom related problems.	--Teachers are encouraged to initiate proposals, workshops, courses, mini-grants. --Teachers are encouraged to teach workshops and other teachers. --Inservice teams help teachers to identify real problems through needs assessments and resource lists. --Policy board insures that problems that have been identified are funded. --The newsletter, Focus, informs teachers of problems that others face, and how problems are solved. --School visitations by helpers aid them in understanding teachers' problems. --The helpers feel real problems are identified in their work with teachers as they seek continued feedback from them.
Participants will benefit from self-initiated and self-directed inservice. People are their own instruments for growth; they do not sabotage their own projects.	--Teachers are encouraged to initiate workshops, mini-grants, planning sessions and meetings with AATC helpers. --Inservice teams help to plan inservice offerings. --Policy board insures that inservice offerings are funded. --Helpers seek continued feedback from teachers about inservice activities and AATC procedures.
Teachers will be better able to apply new learnings, refine their skills, and continue growing as they get feedback and support from others.	--Inservice teams seek on-going feedback from teachers via various needs assessments and surveys, such as the "next step cards." They also afford teachers opportunities to share successes, especially during training sessions. --The policy board affords teachers opportunities to set policies and determine AATC directions. --Workshops include feedback components. --Workshops encourage a discussion format rather that a lecture approach. --Resource centers afford teachers opportunities to get together to share common resources and and also to talk about possible new resources. --There is a high teacher involvement in workshops. --The AATC newsletter, Focus, allows teachers to write about their inservice experiences. --School visitations often provide instances for helpers to give feedback to teachers and vice versa. --Teachers share insights when they get together to prioritize proposals for possible funding.

Teachers should be involved in decision-making about the design, implementation and evaluation of their own professional growth programs.	--Teachers are encouraged to initiate workshops, proposals, mini-grants. They participate in compiling the course catalog, Inservice Insights. --Teachers provide input in setting agendas for meetings. --Teachers design evaluations, standards, and guidelines. --Teachers decided that they should be given cash reimbursement for courses they teach and they should be given college credit for courses in which they participate. --Inservice teams help to make decisions about which courses will be offered by the AATC through needs assessment surveys. --The policy board is comprised mostly of teachers, and makes funding and policy decisions. --The helpers followed the teachers' urgings for situational leadership and decision making as AATC major goal areas.
Teacher in-service should be designed to meet varied needs and learning styles.	--The time schedule of teachers is considered in scheduling workshops and courses. --School visitations allow helpers to meet teachers on their terms. --There are a variety of environments for workshops. --Breaks are built into all-day workshops. --"Quality" locations are reserved for workshops and meetings. --Helpers consider issues facing schools to be of prime importance. --Snacks are provided at meetings. --Teacher involvement in setting agendas for meetings and workshops helps to insure that varying teacher needs and styles are considered.
Teachers respond positively to the opportunity to work from their strengths.	--Teachers offer workshops after attending conferences. --Teachers are encouraged to act as resources to other teachers. --Teachers make up part of the "pool" of workshop leaders. --Mini-grant proposals emphasize sharing, also curriculum development work. --Teachers share their successes in articles they write for Focus. --Inservice Insights, the AATC workshop and course brochure, lists numerous teachers as facilitators. --Teacher strengths are gathered through annual teacher needs/resources survey. --Helpers' visits to schools uncover teacher resources. --Helpers display successful projects through picture displays.

Table 4

Excerpts and Examples From AATC Documents That Illustrate How AATC Helpers Implement Their Beliefs

Belief Statement	Name of AATC Document	Excerpt of Explanation
Teachers should be actively involved in solving classroom related problems.	"Feedback on Projects Interview Questionnaire."	Explanation: form used by helpers to gather information from participant(s) after a project has been completed. Excerpt: (1) Content: In your proposal you identified some objectives and activities. Tell us: What effect did this have on students?
	"I. AATC Program Participant"	Explanation: The first of a three-part questionnaire. Page 1 assesses expectations of participants before program or project begins. Possible relationships between project and work are explored. Excerpt: (1) Briefly describe what you expect to get out of the AATC program you plan to attend. (2) How do you hope to relate the above-mentioned expectations to your work?
	"School Visitation Review Forms"	Explanation: There are forms that are completed weekly to monitor progress of tasks related to teacher projects & concerns. The "notes" and "next steps" sections indicate numerous examples of classroom related problems.
Teachers will benefit from self-initiated and self-directed in-service. People are their own instruments for growth; they do not sabotage their own projects.	"Next Step Cards"	Explanation Form used by teachers to outline their objectives for continuing work.
	"1979-80 AATC Assessment"	Explanation A teacher survey instrument that includes questions designed to gather information about: (1) potential topics for fall programs (2) personal involvement in AATC (3) identify potential teacher resources
	"Proposal Update April 18, 1979"	Explanation A firm that lists those proposals funded between September, 1978 and April, 1979. Sixty-five projects were funded, all initiated by area teachers and/or administrators.

Teachers will be better able to apply new learnings, refine their skills, and continue growing as they get feedback and support from others.	"Workshop Evaluation"	Explanation and Excerpts This form is distributed after a workshop and asks such open-ended questions as: (1) The most helpful part of the workshop was... (2) The least helpful part of this workshop was...
	"Blue Ribbon Time"	Explanation A document that indicates major accomplishments made by different inservice teams.
	"Focus on Feedback"	Explanation This form is completed after a workshop and asks the teacher to fill out "next steps" (what is to be done) and "accomplishments" (how he/she will know next steps have been completed). The card is sent to the teacher by the AATC staff at a designated time included by the bottom of the card.
Teachers should be involved in decision making about the design, implementation and evaluation of their own programs.	"Evaluation" (AATC Team Work-party, April 25, 1979)	Explanation The form asks for participants to fill in several boxes. One box explicitly asks for "teacher involvement strategies."
	Inservice Insights (Spring, 1979)	Explanation This booklet of course descriptions lists numerous members of the professional staff as workshop presenters.
	"In-school Resource Centers"	Explanation This document describes the nature of the resource centers in each of the area schools. Resource centers are based on teachers' needs.

Teacher inservice should be designed to meet various needs and learning styles.	Minutes of policy board meetings	Explanation Addressing physical needs is apparent in that potluck suppers and snacks are frequently mentioned in policy board minutes. Also, minutes mentioned work parties and other meetings being held in comfortable, non-school places (2/6/79 meeting held at Lord Jeffrey Inn).
	"1979-80 AATC Assessment"	Explanation and Excerpt This survey instrument is intended to help determine future AATC offerings. One passage on the introductory page of directions speaks to varied learning styles, "Besides each topic indicate which teacher center programs you will most likely pursue next year--no limit on the number or variety of responses."
Teachers respond positively to the opportunity to work from their strengths.	Focus	Explanation The AATC newsletter is filled with articles written by teachers about courses or conferences they've attended, or an area of expertise they hold. One example is "Fact and Fiction at Fort River" by Pat Drake (June, 1979).
	"1979-80 AATC Assessment"	Explanation This assessment includes a section called "Identification of Resources." Six types of participants are possible. Two possibilities are: "help plan inservice activity, (and) present inservice activity."

this table enlighten us further about how the AATC helpers implement their beliefs. The fact that there is evidence of more than one belief being implemented in a single document will be discussed in greater depth in the analysis of data for research question #4.

As was discussed in Chapter III of this study, data about how helpers implement their beliefs were obtained from interviews of four professional staff members who were identified as having high involvement in the AATC. After reading a statement about the purpose of the interview, the researcher asked the four professional staff members for information about each of the six beliefs in the following manner: "What evidence do you have that AATC staff believe that (belief statement)?"

Key passages obtained from these interviews were collected in a chart similar to the one created for data obtained from the AATC helpers. Table 5 contains the six belief statements along with the evidence professional staff members perceive illustrate AATC helpers implementing their beliefs.

In Table 5 are presented the perceptions professional staff members hold about how AATC helpers implement their beliefs. The information presented in this table is both varied and detailed in nature. Many of the same strategies that were obtained from the helpers and AATC documents

Table 5

AATC Professional Staff Members' Perceptions About How AATC Helpers Implement Their Beliefs

Beliefs:	Evidence:
Teachers should be actively involved in solving classroom related problems.	--Staff interested in what problems teachers having in classrooms. --Inservice workshops are planned around teachers' classroom problems. --Staff give teachers autonomy. --Teachers feel it through conversations with helpers. --Workshops supported for funding show classroom related problems. --Staff provide information teachers say they want but allow them to translate it into classroom practice. --Multi-cultural workshops were informative, but not "telling-type." Workshops allowed teachers "to get involved."
Participants will benefit from self-directed in-service. People are their own instruments for growth: they do not sabotage their own projects.	--Jug End Weekend Workparty shows helpers looking beyond the point of federal funding to what we would need to keep the AATC going. --Group process procedures are included in policy board meetings. --Grant planning shows they are consciously building in self-direction for teachers. --Staff show this when they help teachers to develop mini-grant proposals. --Staff allow individual teachers to plan in-service strategies they feel are best for themselves. --Helpers use feedback they get from teachers. --Helpers show flexibility especially in the evolution of building priorities. --Mini-grant system itself allows for what and how teachers will learn something.
Teachers will be better able to apply new learnings, refine skills and continue growing as they get feedback and support from others.	--Marathons allow teachers opportunities to share expertise. --Sharing sessions are provided after workshops. --Emphasis on process-observation, and leadership training encourages on-going feedback. --Linking system that teacher center staff provides gets people in touch with each other. --Focus provides on-going feedback about AATC offerings. --Cricicism: There are too many types of feedback--two or three forms at the end of workshops and more forms come later.

Teachers should be involved in decision-making about the design, implementation and evaluation of their own professional growth programs.	--Jug End Weekend Workparty had a flexible agenda staff could revise. --Helpers insure that process activities are included in inservice offerings. --Mini-grants provide opportunities for teachers to design and evaluate their own programs. --Not a lot of structure is provided by helpers with regard to evaluations of projects; more energy is put into getting projects off the ground. --Lots of feedback forms are provided following workshops to determine modifications in current workshops and possibilities for repeating them. --Varied inservice offerings are listed in Inservice Insights.
Inservice should be designed to meet varied needs and learning styles.	--Needs assessments are used to uncover teachers' needs. --A variety of workshops are offered to meet differing needs. --Staff help teachers to find flexibility within goal areas to accomodate individual projects. --Staff recognize that teachers function at different levels of development and plan them into inservice offerings. --They provide many formats for people to get involved: take courses, give courses, visitations, professional days off, read Focus, mini-grants, or conferences.
Teachers respond positively to the opportunity to work from their strengths.	--Marathons afford teachers opportunities to "show-off." --Helpers encourage informal discussions among teachers about their strengths. --Staff encourage teachers to do workshops and write in Focus to "show off" what they've learned. --The staff enthusiasm about inservice is contagious. --Helpers set a tone that teachers do have strengths. --More people are involved in inservice than before the AATC. --The program is not based on weaknesses as much as on developing strengths.

appear in this table. However, the table lists new strategies, as well. For example, professional staff members believe that the AATC Marathon is evidence that the helpers' beliefs are being implemented. They also feel that the tone helpers set provides such evidence.

In addition to the perceptions of how the helpers are implementing their beliefs both a criticism and an inconsistency were noted. The criticism appears under the belief that teachers need feedback to grow. One of the professional staff members believes the helpers overdid it in this area, that they required too many feedback forms subsequent to the end of workshops. An inconsistency is noted under the belief that teachers benefit from self-directed inservice. One professional staff member felt that the AATC's policy board refuted ideas that were encouraged by the helpers, and he felt such situations illustrate inconsistency in the way this belief is implemented by the helpers. However, according to the way the AATC is intended to function such examples are not really inconsistencies on the helpers' part. The policy board, which is comprised mostly of teachers, is the final decision making body of the AATC.

The data obtained from AATC helpers, AATC documents, and the professional staff the helpers serve inform us about the AATC helpers' activity in carrying out their

beliefs. The data also form the basis for the Professional Staff Questionnaire. How the researcher decided upon which data to use in this questionnaire is discussed in the first part of the next section on the analysis of data for research question #4.

Analysis of data for research question #4: How do professional staff perceive the helpers' implementation of their beliefs?

Data were collected about how professional staff viewed the helpers' implementation of their beliefs by means of the Professional Staff Questionnaire. Much of the data were computer organized using a conversational statistical package (SCSS). Frequencies of responses were tabulated and relationships were explored between professional staff members' background and their involvement in the AATC with their perceptions of the helpers' activity. The open-ended responses to the questionnaire were hand coded by the researcher.

Before discussing the computer manipulated data, the derivation of the helper strategies that appear in the Professional Staff Questionnaire will be explained. The final list of helper strategies presented under each of the six beliefs examined in the questionnaire are the result of the synthesis of data obtained in research question number three. A synthesis of data was needed

because of the amount and repetitious nature of the information collected from: (1) interviews with helpers (Table 3), (2) the study of the AATC documents (Table 4), and (3) interviews with professional staff members (Table 5). The researcher felt the professional staff members would be more apt to respond to these data if they appeared in a concise format.

In synthesizing the data, the researcher noticed that the same helper strategies appeared in some form under each of the six beliefs. Therefore, the same strategies were included under each belief question. The strategies were listed as brief statements so that the professional staff members would be able to read them quickly. The researcher assumed that concise wording in the questionnaire would speed up the completion time, encouraging more staff to complete it in its entirety. The pilot run of the questionnaire, administered to four professional staff members, was used to verify the clarity of the wording.

As was mentioned above, the majority of data obtained from the Professional Staff Questionnaire were organized using the SCCS computer package. The data were organized in the following ways: (1) according to the professional staff members' overall rating of helpers' implementation of the six beliefs, (2) in relation to selected types of professional staff members' involvement in the AATC and the

helpers' implementation of belief strategies pertinent to the involvement, and (3) with regard to background information about professional staff members and their overall rating of the helper's implementation of the six beliefs.

Ratings of professional staff members' perceptions of the helpers' implementation of their beliefs. The rating of the professional staff members' perceptions of the helpers was intended to reflect the extent to which they agreed helpers implemented their beliefs. In rating the professional staff members' perceptions of the helpers' activity the researcher used four parts of the five-part scale employed in the Professional Staff Questionnaire. The final "No Info" category was not included in the derivation of means;[2] however, the implications of the frequency of "No Info" responses are discussed for each belief. The four-part scale was used to compute the mean for the fourteen strategies listed under each of the six beliefs. Because "Strongly Agree" has a numerical value of 1, the lower the mean score the greater is the congruence between the helpers' activity and the professional staff members' perception of that activity. Number of respondents (N) used to compute mean scores varies within each table,

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[2]The mean was computed by dividing the numerical value (N.V.) by the number of respondents (N).

because all "No Info" responses are excluded from computations. N for the "No Info" responses are presented in most of the tables, however, to indicate professional staff members' level of awareness of the helpers' different roles. The beliefs, and the professional staff members' ratings of the helpers' implementation of them, are presented in the first six tables.

Belief #1. The percentage ratings of the professional staff members' perceptions of the helper's implementation of this belief appear in Table 6. The staff members rated the helpers on fourteen different strategies that were identified as ways the helpers employ the belief that teachers should be actively involved in solving classroom realted problems.

Percentage ratings clearly document that professional staff members perceive a high degree of congruence between helpers beliefs and practiceson all fourteen strategies for belief #1. The ratings also convey several more specific findings. First, the low mean score of 1.4 for "setting up workshops, courses and marathons" and "working with inservice teams" reveals that professional staff members rate the helpers' congruence highest on these strategies for this belief. Second, three other strategies: (1) "administering mini-grants," (2) "running work parties, training sessions, weekend retreats," and (3) "responding

to professional staff suggestions and requests" received a low mean score of 1.5, which also supports a high degree of congruence between the helpers' involvement in these strategies and this belief. Third, the strategy that the professional staff members felt the helpers showed the least congruence was that of "working with policy board." However, the rating still fell below 2.0, which is within the "Strongly Agree" and "Agree" range on the rating scale; thus, even this item shows strong congruity. Lastly, the response number (N) was lowest on the "working with evaluators" strategy. Only nineteen of thirty-two professional staff members who responded had information about the helpers' role with evaluators.

Belief #2. Ratings of professional staff members' perceptions of the helpers' implementation of this belief are presented in Table 7. The ratings illustrate the professional staff members' view of the extent to which helpers' practice the belief that teachers will benefit from self-initiated and self-directed inservice. The helpers were rated on the same fourteen strategies that appear under belief #1 in Table 6.

Ratings of professional staff members for belief #2 reflect the same general feeling that was expressed about belief #1. The prevailing opinion of professional staff is that helpers' practices are highly congruent with their

Table 6

Ratings of Professional Staff Members' Perceptions of the Helpers' Implementation of Belief #1

Belief #1: Teachers should be actively involved in solving classroom related problems.	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Info		Mean	
Strategy Employed by Helpers to Implement Belief:	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	Mean
working with policy board	6	6	15	30	3	9	0	0	6	-	24	1.9
working with inservice teams	16	16	11	22	0	0	0	0	2	-	27	1.4
publishing Focus	10	10	16	32	2	6	1	4	1	-	29	1.8
conducting school visits	8	8	14	28	4	12	0	0	4	-	26	1.8
carrying out public relations	6	6	18	36	1	3	0	0	5	-	25	1.8
developing resource centers	8	8	19	38	1	3	0	0	2	-	28	1.8
setting up workshops, courses, and marathons	17	17	12	24	0	0	0	0	1	-	29	1.4
administering mini-grants	15	15	12	24	1	3	0	0	2	-	28	1.5
developing AATC forms and packets	10	10	14	28	1	3	1	4	4	-	26	1.7
running workparties, training sessions, weekend retreats	14	14	13	26	1	3	0	0	2	-	28	1.5
responding to professional staff suggestions & requests	14	14	14	28	0	0	0	0	2	-	28	1.5
working with evaluators	8	8	10	20	1	3	0	0	11	-	19	1.6
linking human resources	11	11	15	30	0	0	0	0	4	-	26	1.6
determining future AATC objectives	9	9	14	28	1	3	0	0	6	-	24	1.7

Table 7

Ratings of Professional Staff Members' Perceptions of the Helpers' Implementation of Belief #2

Belief #2: Teachers will benefit from self-initiated and self-directed inservice.	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Info		Mean	
Strategy Employed by Helpers to Implement Belief:	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	Mean
working with policy board	7	7	16	32	1	3	1	4	4	-	25	1.8
working with inservice teams	15	15	12	24	0	0	0	0	2	-	27	1.4
publishing Focus	10	10	12	24	3	9	2	8	2	-	27	1.9
conducting school visits	7	7	16	34	1	3	0	0	6	-	23	1.8
carrying out public relations	5	5	17	34	1	3	0	0	6	-	23	1.8
developing resource centers	16	16	8	16	2	6	1	4	2	-	27	1.6
setting up workshops, courses, and marathons	17	17	10	20	0	0	1	4	1	-	28	1.5
administering mini-grants	12	12	13	26	2	6	1	4	1	-	28	1.7
developing AATC forms and packets	9	9	15	30	1	3	1	4	3	-	26	1.8
running workparties, training sessions, weekend retreats	13	13	12	24	1	3	0	0	3	-	26	1.5
responding to professional staff suggestions & requests	10	10	16	32	0	0	0	0	3	-	26	1.6
working with evaluators	7	7	9	18	2	6	0	0	11	-	18	1.7
linking human resources	10	10	13	26	2	6	1	4	3	-	26	1.8
determining future AATC objectives	11	11	12	24	1	3	0	0	5	-	24	1.6

belief. The helpers received their best ratings in "working with inservice teams" (Mean=1.4), "setting up workshops, courses and marathons" (Mean=1.5), and "running work parties, training sessions, weekend retreats" (Mean=1.5). Also, similar to belief #1, a low number of professional staff (N=18) responded to the helpers' role in "working with evaluators." One additional helper strategy was filled in. In the open-ended section, "on site performance" was mentioned by one professional staff member as a method employed by the helpers to implement this belief. The staff member gave the helpers a high rating of "Strongly Agree" on this strategy.

Belief #3. Data about professional staff members' rating of the helpers' implementation of belief #3 are presented in Table 8. The data reflect professional staff members' opinions about the extent to which helpers implement the belief that teachers will be better able to apply new learnings, refine skills, and continue growing as they get feedback and support from others.

Professional staff continued with the trend of giving the helpers high ratings on all fourteen strategies, and with the highest rating being the helpers' activity in "setting up workshops, courses, and marathons." Although the response number was low (N=18), professional staff gave helpers their second highest rating in "working with

Table 8

Ratings of Professional Staff Members' Perceptions of the Helpers' Implementation of Belief #3

Belief #3: Teachers will be better able to apply new learnings, refine skills, and continue growing as they get feedback and support from others.	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Info		Mean	
	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	Mean
Strategy Employed by Helpers to Implement Belief:												
working with policy board	8	8	12	24	2	6	0	0	7	-	22	1.7
working with inservice teams	12	12	16	32	0	0	0	0	2	-	28	1.6
publishing Focus	10	10	11	22	5	15	0	0	3	-	26	1.8
conducting school visits	9	9	16	32	1	3	0	0	4	-	26	1.7
carrying out public relations	7	7	15	30	1	3	0	0	6	-	23	1.7
developing resource centers	11	11	14	28	4	12	0	0	1	-	29	1.8
setting up workshops, courses, and marathons	19	19	9	18	0	0	0	0	2	-	28	1.3
administering mini-grants	10	10	15	30	2	6	1	4	2	-	28	1.8
developing AATC forms and packets	12	12	13	26	1	3	1	4	3	-	27	1.7
running workparties, training sessions, weekend retreats	11	11	16	32	0	0	0	0	3	-	27	1.6
responding to professional staff suggestions & requests	13	13	14	28	0	0	0	0	3	-	27	1.5
working with evaluators	11	11	6	12	1	3	0	0	12	-	18	1.4
linking human resources	11	11	13	26	2	6	0	0	4	-	26	1.7
determining future AATC objectives	10	10	13	26	1	3	2	8	4	-	26	1.8

evaluators." Professional staff listed two other strategies, "on site performance," and "sensitization to intra-staff interactions," as practices they feel helpers employ to carry out this belief. Details were not given for these strategies; however, each was given a "Strongly Agree" rating.[3]

Belief #4. Ratings of professional staff members' perceptions of the helpers' implementation of belief #4 are shown in Table 9. Professional staff rated the helpers on the fourteen strategies they employ to implement the belief that teachers should be involved in decision making about the design, implementation, and evaluation of their own professional growth programs.

Ratings of professional staff perceptions clearly demonstrate that they believe helpers consistently practice this belief. In this case, over half of the strategies received a mean score of 1.5 or less. Once again, helpers "working with evaluators" was the least responded strategy (N=19) of the fourteen listed under this belief.

Belief #5. Table 10 conveys ratings of professional staff members towards the helpers' implementation of belief #5. Helpers were rated on the fourteen strategies they employed to implement the belief that teacher inservice

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[3]Possible ways to elicit additional information about the strategies will be discussed in Chapter V.

Table 9

Ratings of Professional Staff Members' Perceptions of the Helpers' Implementation of Belief #4

Belief #4: Teachers should be involved in decision making about the design, implementation, and evaluation of their own professional growth programs.	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Info		Mean	
	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	Mean
Strategy Employed by Helpers to Implement Belief:												
working with policy board	14	14	9	18	3	9	0	0	4	-	26	1.6
working with inservice teams	17	17	10	20	0	0	0	0	3	-	27	1.4
publishing Focus	9	9	14	28	3	9	2	8	2	-	28	1.9
conducting school visits	9	9	13	26	4	12	0	0	4	-	26	1.8
carrying out public relations	9	9	14	28	1	3	1	4	5	-	25	1.8
developing resource centers	15	15	10	20	2	6	0	0	3	-	27	1.5
setting up workshops, courses, and marathons	18	18	7	14	3	9	0	0	1	-	28	1.5
administering mini-grants	14	14	11	22	2	6	1	4	1	-	28	1.6
developing AATC forms and packets	10	10	12	24	3	9	1	4	3	-	26	1.8
running workparties, training sessions, weekend retreats	15	15	9	18	2	6	0	0	4	-	26	1.5
responding to professional staff suggestions & requests	17	17	7	14	0	0	0	0	5	-	24	1.3
working with evaluators	12	12	6	12	1	3	0	0	11	-	19	1.4
linking human resources	12	12	11	22	1	3	0	0	5	-	24	1.5
determining future AATC objectives	15	15	9	18	2	6	0	0	4	-	26	1.5

Table 10

Ratings of Professional Staff Members' Perceptions of the Helpers' Implementation of Belief #5

Belief #5: Teacher inservice should be designed to meet varied needs and learning styles	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Info		Mean	
Strategy Employed by Helpers to Implement Belief:	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	Mean
working with policy board	9	9	12	24	2	6	1	4	6	-	24	1.8
working with inservice teams	15	15	10	20	2	6	0	0	3	-	27	1.5
publishing Focus	9	9	12	24	2	6	0	0	6	-	23	1.7
conducting school visits	11	11	10	20	4	12	2	8	3	-	27	1.9
carrying out public relations	10	10	13	26	1	3	1	4	5	-	25	1.7
developing resource centers	15	15	10	20	2	6	1	4	2	-	28	1.6
setting up workshops, courses, and marathons	23	23	6	12	0	0	0	0	1	-	29	1.2
administering mini-grants	15	15	10	20	0	0	1	4	4	-	26	1.5
developing AATC forms and packets	13	13	10	20	1	3	1	4	4	-	25	1.6
running workparties, training sessions, weekend retreats	16	16	6	12	1	3	0	0	6	-	23	1.3
responding to professional staff suggestions & requests	17	17	8	16	2	6	0	0	3	-	27	1.4
working with evaluators	9	9	8	16	0	0	0	0	13	-	17	1.5
linking human resources	12	12	11	22	1	3	0	0	5	-	21	1.5
determining future AATC objectives	12	12	13	26	0	0	1	4	4	-	26	1.6

should be designed to meet varied needs and learning styles.

The ratings of the professional staff members' perceptions on this belief support the notion that helpers act congruently with this belief. Half of the strategies reflected a low mean score of 1.5 or less. The area of the helpers' role in "setting up workshops, courses, and marathons" received the lowest mean score of 1.2, repeating the trend shown in the three beliefs discussed earlier. Also, obtaining a low mean score (1.5), but a low response number (N=17), was helpers "working with evaluators." Two additional helper strategies were submitted by respondees under belief #5: "developing inter-school objectives," and "workshop sensitivity." Both strategies received a "Strongly Agree" rating, but were not fully explained, by the professional staff member.

Belief #6. The findings presented in Table 11 reflect professional staff members' view of the helpers' implementation of belief #6. Professional staff members rated the helpers on the fourteen strategies they employed to implement the belief that teachers respond positively to the opportunity to work from their strengths.

The data once again convey the belief on the part of professional staff that there is a strong sense of consistency between belief #6 and the helpers' implementation of

Table 11

Ratings of Professional Staff Members' Perceptions of the Helpers' Implementation of Belief #6

Belief #6: Teachers respond positively to the opportunity to work from their strengths.	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Info		Mean	
Strategy Employed by Helpers to Implement Belief:	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	N.V.	N	Mean
working with policy board	8	8	9	18	2	6	1	4	10	-	20	1.8
working with inservice teams	13	13	12	24	0	0	0	0	5	-	25	1.5
publishing Focus	8	8	13	26	3	9	0	0	6	-	24	1.8
conducting school visits	7	7	16	32	1	3	1	4	5	-	25	1.8
carrying out public relations	8	8	14	28	1	3	0	0	7	-	23	1.7
developing resource centers	11	11	14	28	0	0	0	0	5	-	25	1.6
setting up workshops, courses, and marathons	20	20	6	12	0	0	0	0	4	-	26	1.2
administering mini-grants	13	13	10	20	1	3	2	8	4	-	26	1.7
developing AATC forms and packets	8	8	13	26	1	3	3	12	5	-	25	2.0
running workparties, training sessions, weekend retreats	14	14	9	18	1	3	0	0	6	-	24	1.5
responding to professional staff suggestions & requests	13	13	10	20	1	3	0	0	6	-	25	1.5
working with evaluators	10	10	7	14	1	3	0	0	11	-	18	1.5
linking human resources	11	11	12	24	1	3	0	0	6	-	24	1.6
determining future AATC objectives	12	12	10	20	0	0	1	4	7	-	23	1.6

it. The helpers' role in "setting up workshops, courses, and marathons," was given the best rating by professional staff. Again, the helpers' part in "working with evaluators" was responded to by only eighteen professional staff. For the first time in any of the ratings, the helpers received a 2.0 mean score. Although it was the highest mean score listed for all six beliefs, it still fell within the "Agree" category.

Ratings of professional staff members' perceptions of the helpers' implementation of all six beliefs. In addition to analyzing data on the professional staff members' perceptions of the helpers' implementation of their beliefs, the researcher examined data on the professional staff members' perceptions of individual strategies across all six beliefs. The study of the individual strategies across the six beliefs was carried out to discern any significant patterns of response. In Table 12 are presented the helpers' beliefs and the strategies they employ to implement the beliefs, along with mean scores that represent the professional staff members' view of the helpers' activity. To reiterate the coding scheme for the mean score, the possible range is from 1.0 to 4.0. A score of 1.0 indicates that the respondents strongly agree the helpers' strategy is consistant with their belief, while a score of 4.0 indicates that the respondents perceive a

Table 12

Ratings of Professional Staff Members' Perceptions of the Helpers' Implementation of All Six Beliefs

	Belief #1		Belief #2		Belief #3		Belief #4		Belief #5		Belief #6	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
working with policy board	24	1.9	25	1.8	22	1.7	26	1.6	24	1.8	20	1.8
working with inservice teams	27	1.4	27	1.4	28	1.6	27	1.4	27	1.5	25	1.5
publishing Focus	29	1.8	27	1.9	26	1.8	28	1.9	23	1.7	24	1.8
conducting school visits	26	1.8	26	1.8	26	1.7	26	1.8	27	1.9	25	1.8
carrying out public relations	25	1.8	23	1.8	23	1.7	25	1.8	25	1.7	23	1.7
developing resource centers	28	1.8	27	1.6	29	1.8	27	1.5	28	1.6	25	1.6
setting up workshops, courses and marathons	29	1.4	28	1.5	28	1.3	28	1.5	29	1.2	26	1.2
administering mini-grants	28	1.5	28	1.7	28	1.8	28	1.6	26	1.5	26	1.7
developing AATC forms and packets	26	1.7	26	1.8	27	1.7	26	1.8	25	1.6	25	2.0
running workparties, training sessions, weekend retreats	28	1.5	26	1.5	27	1.6	26	1.5	23	1.3	24	1.5
responding to professional staff suggestions and requests	28	1.5	26	1.6	27	1.5	24	1.3	27	1.4	24	1.5
working with evaluators	19	1.6	18	1.7	18	1.4	19	1.4	17	1.5	18	1.5
linking human resources	26	1.6	26	1.8	26	1.7	24	1.5	24	1.5	24	1.6
determining future AATC objectives	24	1.7	24	1.6	26	1.8	26	1.5	26	1.6	23	1.6

lack of consistancy between the implementation of a strategy and a belief.

The data convey several points about the professional staff members' ratings of helpers. First, only one mean scores for all eighty-four variables is 2.0 or greater. Second, the mean scores for each strategy vary only up to .3 for all six beliefs. Third, the number of professional staff responding to each strategy remained fairly consistant over the six beliefs; only one strategy, "working with policy board," showed a decrease in response frequency, N=20 on belief #6. Lastly, the helpers, role in "setting up workshops, courses, and marathons" receive the best overall rating by professional staff.

Professional staff members involvement in AATC and ratings of their perceptions of helpers. This section of data analysis entails an examination of professional staff members' perceptions of helpers with regard to professional staff members involvement in the AATC. The purpose of studying such relationships was to ascertain whether this study would yield significant findings about professional staff members differing involvement in the AATC and their view of the helpers' role pertinent to that involvement. Mean score ratings of the helpers' activity with the policy board and inservice teams are compared to eight types of professional staff involvement in the AATC.

Table 13 presents the data regarding the professional staff members' view of the helpers' working with the policy board, while Table 14 depicts their perceptions of helpers working with inservice teams.

Due to the nature of the data presented in Table 13 and Table 14 the findings are discussed together. A comparison of the data led to three noteworthy findings. First, the number of professional staff in the sample population who had involvement with the policy board, and who held opinions about the helpers' role with it, was extremely small, N=3. This small number of responses made it virtually impossible to interpret the data in any meaningful way. Second, the number of professional staff in the sample who had inservice team involvement, and who held opinions about the helpers' work with inservice teams, was considerably larger than the policy board response number, N=15. The fifteen who responded gave the helpers extremely high marks. Their perceptions fell within the 1.2 to 1.6 level for all but one variable. Perceptions of respondants who participated on an inservice team, policy board, and at least one other activity equalled a mean score of 2.3 for belief #5. Third, one general statement that can be made about the data in Table 13 is that in order to interpret data about professional staff involvement in the AATC, and

Table 13

Professional Staff Members Involvement in the AATC and Ratings of Their Perceptions of Helpers' Work With Policy Board for All Six Beliefs

Type of Involvement	Belief #1		Belief #2		Belief #3		Belief #4		Belief #5		Belief #6	
	N=24	Mean	N=25	Mean	N=22	Mean	N=26	Mean	N=24	Mean	N=20	Mean
inservice team only	4	1.3	5	1.6	5	1.6	5	1.6	5	1.8	3	2.0
policy board only	0	-	0	-	0	-	0	-	0	-	0	-
other only[1]	7	2.0	7	2.3	6	2.0	8	2.0	8	2.1	7	2.3
inservice team & policy board only	0	-	0	-	0	-	0	-	0	-	0	-
policy board & other only	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0
inservice team & other only	6	2.0	6	2.0	5	2.0	6	1.5	5	1.6	4	1.5
policy board, inservice team, & other	2	2.5	3	1.3	2	1.0	3	1.3	2	1.5	2	1.5
no experience	4	2.0	3	1.7	3	1.7	3	1.0	3	1.7	3	1.3

[1]This category refers to types of involvement other than policy board or inservice team, such as attending workshops or receiving mini-grants.

Table 14

Professional Staff Members Involvement in the AATC and Ratings of Their Perceptions of Helpers' Work With Policy Board for All Six Beliefs

Type of Involvement	Belief #1		Belief #2		Belief #3		Belief #4		Belief #5		Belief #6	
	N=27	Mean	N=27	Mean	N=28	Mean	N=27	Mean	N=27	Mean	N=25	Mean
inservice team only	6	1.0	6	1.3	6	1.5	6	1.5	6	1.3	5	1.6
policy board only	0	-	0	-	0	-	0	-	0	-	0	-
other only[1]	8	1.6	8	1.8	8	1.6	8	1.6	8	1.6	8	1.6
inservice team & policy board only	0	-	0	-	0	-	0	-	0	-	0	-
policy board & other only	0	-	0	-	0	-	0	-	0	-	0	-
inservice team & other only	7	1.3	7	1.3	7	1.6	7	1.3	7	1.3	6	1.5
policy board, inservice team, & other	2	1.5	3	1.0	3	1.3	3	1.0	3	2.3	3	1.0
no experience	4	1.8	3	1.7	4	1.8	3	1.9	3	1.3	3	1.3

[1]This category refers to types of involvement other than policy board or inservice team. such as attending workshops or receiving mini-grants.

their perceptions of the helpers' activity pertinent to such involvement, a suitable sample must be used.[4]

Ratings of professional staff members' perceptions of the helpers' implementation of their beliefs according to background information about professional staff. This next section of data analysis was intended to compare background data about professional staff members with their ratings of the helpers. All seven of the professional background variables appearing on the Professional Staff Questionnaire were to be analyzed. However, the problem of a low response number that arose in comparing ratings of perceptions with involvement in the policy board also occurred for many of the variables. Thus, significant findings could not be derived.

The researcher analyzed one of the variables that was judged to have a suitable response number, elementary or secondary school affiliation. The intent of the analysis is to show that the background variables can be compared to perceptions of helpers. Table 15 presents professional staff members' ratings of their perceptions of the helpers' activity as mean scores by either elementary or secondary school affiliation. Mean scores are computed for all fourteen strategies employed by helpers to implement their beliefs.

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[4]More about what consitututes a significant sample is discussed in Chapter V of this study.

Table 15

Ratings of Professional Staff Members' Perceptions of the Helpers' Implementation of Their Beliefs According to Elementary or Secondary School Affiliation

	A=Elementary School Affiliation						B=Secondary School Affiliation					
	Belief #1		Belief #2		Belief #3		Belief #4		Belief #5		Belief #6	
Strategies Employed by Helpers	A	B	A	B	A	B	A	B	A	B	A	B
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
policy board	2.0	1.7	1.7	2.0	1.9	1.4	1.7	1.4	1.7	1.9	1.9	1.7
inservice teams	1.4	1.4	1.4	1.5	1.6	1.5	1.5	1.2	1.5	1.5	1.5	1.4
Focus	1.8	1.8	1.8	2.2	1.8	1.8	1.9	1.9	1.8	1.6	1.9	1.6
school visits	1.6	2.0	1.8	2.0	1.7	1.7	1.9	1.6	1.6	2.3	1.8	1.8
public relations	1.8	1.8	1.9	1.8	1.6	1.9	1.8	1.8	1.6	1.9	1.7	1.7
resource centers	1.8	1.6	1.4	1.8	1.5	2.1	1.5	1.6	1.4	1.9	1.6	1.5
workshops, etc.	1.3	1.6	1.3	1.7	1.2	1.5	1.5	1.6	1.1	1.4	1.2	1.2
mini-grants	1.5	1.5	1.5	2.0	1.6	1.7	1.6	1.8	1.4	1.8	1.5	2.0
forms and packets	1.7	1.8	1.8	1.8	1.5	1.9	1.8	1.8	1.5	1.8	1.8	2.3
workparties, retreats, etc.	1.4	1.7	1.6	1.5	1.5	1.7	1.6	1.3	1.4	1.3	1.5	1.4
response to suggestions	1.4	1.6	1.7	1.4	1.5	1.6	1.3	1.3	1.3	1.7	1.4	1.6
work with evaluators	1.5	1.6	1.6	1.9	1.4	1.6	1.5	1.4	1.5	1.4	1.5	1.4
linking human resources	1.5	1.6	1.7	1.9	1.6	1.7	1.7	1.3	1.5	1.5	1.6	1.5
future objectives	1.7	1.7	1.6	1.6	1.5	2.2	1.6	1.4	1.4	1.9	1.5	1.6

The data about professional staff members' perceptions of the helpers' implementation of their beliefs, examined according to elementary or secondary school affiliation, offers important insights. One finding is that the majority of ratings of elementary teachers are lower than their secondary school counterparts; that is, they perceive a greater degree of congruence between helpers' beliefs and practices. An especially clear example of this difference in the ratings shows up in the helpers' "setting up workshops, courses, and marathons." Elementary ratings for this strategy remain at, or below, a mean score of 1.3 except for belief #4. The secondary ratings, on the other hand, dip below a 1.5 mean score on only two occasions. Even so, there is considerable agreement between groups that helpers' practices reflect their beliefs.

Another finding about responses of elementary and secondary professional staff members worth noting, but not presented in Table 15, is the response rate of each group. On all fourteen strategies, a higher percentage of elementary professional staff who responsed held an opinion about the helpers' activity. One other pattern that can be discerned from the data is that elementary and secondary teachers and administrators generally concur in their view of the helpers' role "working with inservice teams."

Comments of professional staff about the AATC. The comments section of the Professional Staff Questionnaire elicited additional perceptions about the AATC. The number of respondants who wrote comments about the AATC was N=4, which was a very small portion of the sample. Perceptions obtained from the comments section were categorized as either "positive feedback," or "suggestions for change."

Positive feedback. The following comment was categorized as "positive feedback" by the researcher. It was categorized in this manner because of the clear sense of praise it conveys about the AATC:

> All my experiences with the AATC have been extremely positive. I have never had any dealings that would deviate from these major stated objectives. I support this group strongly for all their efforts. No concerns.

Suggestions for change. Three comments were categorized as "suggestions for change." They were coded this way because they suggest directions for the AATC to take in planning future activities.

> The Teacher Center has done a tremendous job in reaching out, yet there are some that are not being reached. Possibly some believe the AATC functions as the "fiefdom" of an "alien" group and objectives (are set) without regard to reality. Objectives are so broad as to be misleading and discouraging, while rewarding those that are willing to jump the hoops.
>
> If teachers are going to train teachers, the staff need to become sensitive to the dynamics involved, especially with risk taking, change and something to do with acceptance of role of the "teacher-teacher."

> My opinion is that if the fancy packaging were simplified there would be more money for teacher courses.

Chapter Summary

Chapter IV has provided an analysis of the data obtained from the study. The researcher discussed the findings as they related to the four research questions that guided the study's purpose.

The discussion of data obtained from research question #1 revealed the six beliefs about learning and learning environments that were intended to guide AATC operations. Three AATC documents were examined in arriving at the final list of beliefs.

An analysis of data obtained from research question #2 lead to the set of beliefs espoused by the helpers of the AATC. The beliefs were the same as the AATC's organizational beliefs.

Research question #3 produced data about strategies helpers employed to implement their beliefs. The analysis entailed a discussion about the vast array of data obtained from the helpers, AATC documents and professsional staff members. The final distilled list of strategies provided the basis for research question #4.

In the discussion of research question #4, the researcher examined data obtained from the Professional Staff

Questionnaire. The discussion included an analysis of computer organized data about: (1) the professional staff members' overall rating of the helpers' implementation of their six beliefs, (2) selected types of professional staff members' involvement in AATC and the helpers' implementation of belief strategies pertinent to the involvement, and (3) background information about professional staff members and their overall rating of the helpers' implementation of the six beliefs. The discussion also presented the comments of professional staff members categorized as either "positive feedback" or "suggestions for change." The majority of data analyzed in research question #4 conveyed the professional staffs' perceptions that the helpers' display a high degree of congruence between their beliefs and their practices.

The next section of study entails a discussion of conclusions generated from the analysis of data obtained in the study. In addition, unexpected findings are discussed. Finally, recommendations are made about possible future research branching from this study.

C H A P T E R V

SUMMARY, CONCLUSIONS, DISCUSSION, RECOMMENDATIONS

Summary

This study addressed the problem of how to obtain data on the professional growth process in a locally designed inservice program conceived on new principles of teacher growth. Through an examination of professional literature on teacher centers and evaluation, the researcher demonstrated that a revised evaluation paradigm, which emphasizes a process approach to evaluation, offered strategies worth field testing in one type of newly devised inservice program, the locally designed teacher center. In this case, the teacher center studied was the Amherst Area Teacher Center (AATC) in Amherst, Massachusetts.

Over the course of the study, procedures were identified and field tested for documenting three aspects of professional growth in the AATC: (1) the set of beliefs about learning and learning environments the AATC paid staff (helpers) perceived they were implementing, (2) the strategies employed by the AATC helpers to implement their beliefs, and (3) the perceptions of teachers and administrators served by the AATC.

With regard to the beliefs about learning and learning environments the helpers perceived they were implementing,

the researcher found the helpers' beliefs were the same as the institutional set of beliefs espoused by the AATC. An examination of AATC documents, followed by interviews with the paid helpers, led to this finding. The six identical beliefs are as follows:

--Teachers should be actively involved in solving classroom related problems.

--Teachers will benefit from self-initiated and self-directed inservice.

--Teachers will be better able to apply new learnings, refine skills, and continue growing as they get feedback and support from others.

--Teachers should be involved in decision making about the design, implementation, and evaluation of their own professional growth programs.

--Teacher inservice should be designed to meet varied needs and learning styles.

--Teachers respond positively to the opportunity to work from their strengths.

In addition to the information gained about the beliefs helpers perceived they were implementing, the researcher also obtained a vast array of data about the strategies employed by the helpers to implement their beliefs. Data were collected via three means: (1) interviews with helpers, (2) the study of AATC documents, and (3) interviews with four professionals with whom the helpers worked.

The data obtained from the three procedures were categorized and distilled by the researcher into a list of fourteen concisely worded strategies which were employed by

the helpers in the implementation of their six beliefs. The fourteen strategies included:

--working with policy board
--working with inservice teams
--publishing Focus
--conducting school visits
--carrying out public relations
--developing resource centers
--setting up workshops, courses, and marathons
--administering mini-grants
--developing AATC forms and packets
--running work parties, training sessions, weekend retreats
--responding to professional staff suggestions and requests
--working with evaluators
--linking human resources
--determining future AATC objectives

The preceding strategies were used as the basis for the Professional Staff Questionnaire, a survey tool designed to ascertain how professional staff members perceived the helpers' implementation of their beliefs. A stratified random sample of forty-two professional staff members were asked to rate the helpers' level of congruence between their beliefs and their practices (the fourteen strategies mentioned above). The data obtained from the questionnaire were analyzed from several perspectives; overall ratings of the helpers for the six beliefs, type of professional staff members' involvement in the AATC, and elementary or secondary school affiliation. In all cases, the ratings of professional staff members' perceptions, represented as mean scores, conveyed that they perceived a high degree of congruence between the helpers' beliefs and

the practices they employed to implement their beliefs. The results also showed the helpers' congruence between beliefs and practices to be highest in their work setting up workshops, courses, and marathons.

Only four comments about the helpers' work were also obtained from the Professional Staff Questionnaire. Three comments suggested possible changes in future AATC activity, and one offered a glowing endorsement of the helpers' efforts.

Conclusions

Based on the findings summarized above, and discussed in greater detail in Chapter IV, the researcher is able to conclude that the revised evaluation paradigm outlined in the review of professional literature offered strategies for effectively documenting aspects of professional growth in one locally designed teacher center. The use of interviews produced data about beliefs helpers perceived they were implementing and about strategies employed by helpers to put their beliefs into practice. Examining AATC documents produced voluminous information about how helpers implemented their beliefs. In addition to the information gained about the helpers by means of interviews and examining AATC documents, the study's methodology also enabled the researcher to obtain data about how professional staff served by the AATC perceived the helpers' activity.

Professional staff members' perceptions were collected by means of the Professional Staff Questionnaire. The results of this survey tool indicate the different levels of congruence between the helpers' beliefs and their practices. For the most part, the levels of congruence varied little with each belief, and with each strategy listed. One other noteworthy result derived from the Professional Staff Questionnaire was the fact that almost half of the professional staff members surveyed had no information about the helpers' role with evaluators.

Information about congruence between helpers' beliefs and practices, and information involving awareness of the helpers' roles in the AATC, should aid AATC helpers in the assessment of their current activity and in planning for the future. The fact that professional staff members perceived the helpers' beliefs and practices to be highly congruent, provides a strong message that the helpers were effectively implementing their beliefs.

As far as the evaluation design is concerned, three basic ideas provided the structure for documenting aspects of growth in the AATC: (1) starting with the underlying assumptions of the AATC, (2) examining multiple data sources within the AATC's sphere of influence, and (3) utilizing procedures to obtain data about respondants' perceptions that would not overly tax their time demands. In judging

the effectiveness of this evaluation design, several statements can be made. First, the underlying beliefs provided a successful springboard for obtaining data about the helpers' many roles in the AATC. Second, by tapping multiple data sources an extensive amount of data was collected about how helpers implemented their beliefs. These data provided an important basis for developing a comprehensive survey tool to assess professional staff members perceptions of the helpers' roles. Last, the interviews and Professional Staff Questionnaire, which were designed to amass comprehensive data about respondants' perceptions in a short amount of time, did just that. The interviews lasted no more than thirty minutes and they produced data that helped to paint a vivid picture of the helpers' beliefs and the practices employed by the helpers to implement their beliefs. The questionnaire, which was completed by roughly eighty percent of the sample, produced data that led to findings about the helpers' levels of congruence between their beliefs and practices as perceived by the professional staff they served.

Discussion

Methodological limitations. Methodological problems that arose in carrying out this study were discussed in Chapter III. Among the problems noted was the fact that one

teacher who received the Professional Staff Questionnaire felt that it was assumed he would participate in the survey, and that he would have preferred to have been asked to take part. The same teacher wanted to know why he had been selected to fill out the questionnaire. The researcher addressed these two concerns by sending an additional explanatory note[1] to all members of the sample. Future surveys of the AATC and other studies of locally designed inservice programs should take into account a teacher's willingness to participate in the survey. Also, those who conduct the study should offer comprehensive explanations of how the study's data will be used and why the individuals receiving the survey tool were selected to participate in the study.

One other problem was discovered both through comments on questionnaires and during follow-up interviews with professional staff members. Some respondents had difficulty following the directions of the Professional Staff Questionnaire. One major concern was outlined during interviews, that is, the way the belief statement and strategies were joined together. The researcher spent a great deal of time working out the wording of the belief statement, and how the statement led into the strategies listed below it. However, it is clear that additional changes in wording could

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[1] A letter of explanation accompanied the questionnaire when it was first distributed.

help respondents follow the line of questioning. One professional staff member suggested adding the words "as they carry out the following roles:" to each belief statement. Another staff member recommended piloting several sample formats with professional staff members, asking them to rank the different formats. Either of these might insure a more universal understanding of the questions.

One other methodological concern arose in the analysis of data section of this study. When trying to carry out cross tabulations between professional staff members' ratings of the helpers' activity and professional staff members' involvement in the AATC and/or professional background, the number of respondants with which to carry out such comparisons was extremely small. In comparing policy board involvement with ratings of helpers, N equaled only 3. Cross tabulations of professional staff ratings of helpers and their involvement or professional background would have been more informative if, for example policy board involvement was being examined, N equalled all the AATC professional staff members with policy board experience. In a similar manner, if professional background and ratings of helpers were being examined, all of the AATC professional staff members with a similar background should be surveyed. If large enough samples are not used, teacher center helpers will have difficulty drawing adequate

conclusions about professional staff members' teacher center involvement and/or background and their view of the helpers' activity. On the other hand, conclusions based on findings derived from a representative sample can assist a teacher center staff to make more informed decisions about a center's future program.

Implications of this study. One aspect of this study that holds implications for the larger research picture is the approach used to examine purposes and practices. Often as not, a social program promulgates a grandiloquent philosophy but is unable to ascertain how and/or whether its philosophy or guiding principles are being implemented, and at best has a sketchy picture of how the practitioners view the program. The four-step process for examining beliefs and strategies utilized in this study could be applied to any social program intent on acquiring information about the manifestation of its philosophy. As in the case of the locally designed teacher center, findings derived from such a study could help the program to know whether its participants perceive it is truly implementing its philosophy or whether the philosophy is a mere "pipe dream." Data obtained about a program's responsiveness to its practitioners might also help the program to argue for future funding, if funding is dependent on the degree to which a program satisfies its practitioners perceived needs.

A second aspect of this study that carries with it implications for the field of research is using the procedure of examining a program's archives as a means for understanding how a program operates. Both the Bussis, Chittenden and Amarel study (1976) and Patton (1975) argue for a more widespread use of the procedure in studying social programs. This researcher concurs with their urgings, especially when the study of the archives is based upon a given purpose.

One final concept advanced in this study, and worthy of mention with regard to the larger research picture, is the use of multiple data sources in collecting information about a social program. Although similar data were obtained from the three sources used in this study, at least some unique data were collected from each source. The researcher believes that one who plans to come to understand a program completely should tap several data sources available.

In addition to the implications for the larger research picture, this study holds implications for the field of inservice education. The procedures employed in this study collected data that helped to paint an extremely optimistic picture of inservice education in one locale, the area served by the Amherst Area Teacher Center.

The inservice picture in the Amherst area is optimistic for the following reasons: (1) a group of interested teachers, administrators, community members and university personnel founded a teacher center based upon new beliefs about teacher learning, (2) the belief system the teacher center was based on was also espoused by the helpers whom the institution hired, (3) the helpers, along with teacher input, consciously designed strategies for implementing the beliefs and put them into practice, and (4) the professional staff whom the helpers served perceived the helpers' practices to be highly congruent with their beliefs. How often can an inservice program boast that it is practicing what it preaches? The Amherst Area Teacher Center, in their success, can be a valuable resource to others in the field of inservice education bogged down with their failures.

Recommendations for Further Research

The interest in teacher centers and other teacher oriented inservice programs is growing rapidly throughout the United States. Many educators view teacher centers as the answer to raising the level of professionalism among teachers. However, there is still limited information about how they function, and even less about whether they are helping teachers satisfy their professional growth needs. Additional research is needed to prove their value and

thereby insure funding that can keep this promising in-service approach going.

The following recommendations are provided to stimulate and channel additional research and study into the operation and value of teacher centers and other teacher oriented inservice programs.

(1) This study has provided one attempt to document aspects of a locally designed teacher center using procedures outlined in an alternative evaluation paradigm suggested by Patton (1975) and Bussis, Chittenden and Amarel (1976). The study utilized the face to face interviews, the study of teacher center archives and the self-report questionnaire. Further studies could field test other strategies noted by Patton and Bussis, Chittenden and Amarel, for example, "observation" [and] "the documentation of environments." (Bussis, Chittenden and Amarel, p. 15).

(2) The results of this study informed us about three aspects of professional growth in the Amherst Area Teacher Center: (1) beliefs about learning and learning environments espoused by its paid helpers, (2) practices employed by the helpers to implement their beliefs, and (3) perceptions

of professional staff members about how they view the helpers' activity. A next research step could be to ascertain whether the professional staff members have indeed grown professionally while participating in the AATC program. Such a study could be an important step in proving the value of the AATC's beliefs about teacher growth, and in assessing the value of a $350,000 three-year federal grant on Amherst area professional staff.

(3) The researcher utilized the face-to-face interview with the AATC's four paid helpers and four professional staff. In each case, the interviews produced extensive data about the AATC's operations. The interview could be a valuable approach to discerning whether professional staff perceive they have grown professionally while participating in the AATC's program.

(4) Further studies of the AATC could measure attitudes of different groups towards the AATC operations, for example: professional staff outside of the Amherst/Pelham district, professional staff of different ages, professional staff disenchanted with the AATC's programs or participating citizens of the AATC's member communities.

(5) The helpers' role in setting up workshops, courses and marathons was reported as being an area where the helpers' activity were highly congruent with their beliefs. A study could be conducted that would tell us more about what the helpers do in carrying out this role.

(6) The role of the AATC helpers suggests several other topics worthy of further study: How are helpers hired? What initiation process do helpers go through? What do daily/weekly routines look like? How are differences of opinion among helpers resolved?

(7) In addition to how helpers and staff carry out the workshops, a study could be undertaken which would trace the topics covered in the workshops, courses and marathons to classroom practices, and ultimately to the impact of these programs on students.

(8) A further study of the AATC could trace the types and levels of teacher input into program development and implementation over its three year history.

(9) The level of professional staff participation in AATC operations raises important questions for further study: Who participates and why? What are barriers/incentives to participation?

(10) Those AATC professional staff members in this study with inservice team experience generally held definite opinions about the AATC helpers. A further study could survey professional staff members with inservice experience to gain additional insights into the functioning of the AATC and greater detail about the role of the inservice team in the total scheme of AATC operations.

(11) Finally, the Professional Staff Questionnaire that was administered to the AATC's professional staff by this researcher could be revised by the helpers for use as an annual feedback device.

The fact that promising principles to gain the development of inservice programs have been identified, and that at least one inservice approach, the teacher center, is attempting to respond to them, is exciting. This dissertation has sought to clarify some of the ways one locally designed teacher center has responded to these principles. It is through continuing research efforts into existing conditions that the field of inservice education can hope to change its image from what Edelfelt (1975) called "...disarray, a hodgepodge..." (p. 1) to one of order and purpose, with the order and purpose reflecting an effective response to satisfying the professional growth needs of teachers.

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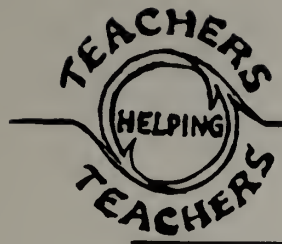
APPENDICES

APPENDIX A



PROCESS AND PROCEDURES

Teacher Center Projects

WE BELIEVE. . .

* Teachers should be actively involved in solving classroom related problems.

* Teachers will benefit from self-initiated and self-directed inservice.

* Teachers will be better able to apply new learnings, refine skills, and continue growing as they get feedback and support from others.

* Teachers should be involved in decision making about the design, implementation and evaluation of their own professional growth programs.

* Teacher inservice should be designed to meet varied needs and learning styles.

* Teachers respond positively to the opportunity to work from their strengths.

AMHERST AREA TEACHER CENTER
EAST ST. SCHOOL AMHERST, MA 01002 (413) 253-9363

GUIDELINES

* Inform the appropriate administrator of your intent to submit a proposal or participate in a Teacher Center project.

* If released time is needed, follow the established procedures. Indicate if the request is contingent upon Teacher Center funding.

* Obtain a Project Overview Form from your inservice team or a Teacher Center staff member.

* Fill out the form completely. Attach any pertinent materials. See your in-service team or Teacher Center staff if assistance is needed.

* Return this form to your building inservice team or to the appropriate Staff Development Advisory Group (SDAG).

* If applicable return all receipts to the Teacher Center for reimbursement.

APPENDIX B

Helpers' Belief Interview Inventory

The purpose of this interview is to obtain information about learning and learning environment beliefs you perceive you are implementing in carrying out your responsibilities as an AATC helper. The interview will consist of seven two part questions.

1a. Do you feel you act in accordance with the belief that teachers should be actively involved in solving classroom related problems?

b. In way ways do you act consistently with this belief?

2a. Do you feel you act in accordance with the belief that teachers will benefit from self-initiated and self-directed inservice?

b. In what ways do you act consistently with this belief?

3a. Do you feel you act in accordance with the belief that teachers will be better able to apply new learnings, refine skills, and continue growing as they get feedback and support from others?

b. In what ways do you act consistently with this belief?

4a. Do you feel you act in accordance with the belief that teachers should be involved in decision making about the design, implementation and evaluation of their own professional growth programs?

b. In way ways do you act consistently with this belief?

5a. Do you feel you act in accordance with the belief that teacher inservice should be designed to meet varied needs and learning styles?

b. In what ways do you act consistently with this belief?

6a. Do you feel you act in accordance with the belief that teachers respond positively to the opportunity to work from their strengths?

b. In what ways do you act consistently with this belief?

7a. Are there other beliefs about learning and learning environments you feel are implemented in your role as an AATC helper?

b. In what ways do you feel you act consistently with this belief?

APPENDIX C

Professional Staff Interview Inventory

The purpose of this interview is to acquire information about how AATC staff are implementing a set of beliefs about learning and learning environments. I will give you a copy of the beliefs AATC staff feel they are implementing. (The person being interviewed is given a copy of the beliefs statement to read.)

During this interview I will ask you to respond to six questions about the beliefs statements.

1. What evidence do you have that AATC staff believe that teachers should be actively involved in solving classroom related problems?

2. What evidence do you have that AATC staff believe that teachers will benefit from self-initiated and self-directed inservice?

3. What evidence do you have that AATC staff believe that teachers will be better able to apply new learnings, refine skills, and continue growing as they get feedback and support from others.

4. What evidence do you have that AATC staff believe that teachers should be involved in decision making about the design, implementation and evaluation of their own professional growth programs?

5. What evidence do you have that AATC staff believe that teacher inservice should be designed to meet varied needs and learning styles?

6. What evidence do you have that AATC staff believe that teachers respond positively to the opportunity to work from their strengths?

APPENDIX D

AATC PROFESSIONAL STAFF QUESTIONNAIRE

Instructions: For most of the questions, please circle the number next to your answer. For other questions, enter your answer directly in the space provided. A comment section appears at the end.

1. Where do you work? (Circle all appropriate responses.)

   (1) Amherst Elementary Schools (3) Junior High School

   (2) Pelham Elementary School (4) High School

2. What is your role in the school? (Circle all appropriate responses.)

   (1) Teacher

   (2) Administrator

3. How many years have you taught? _____

4. How many years have you worked in this district? _____

5. What is your level of academic training? (Circle one.)

   (1) B.A. (2) M.A. (3) M.A.+30 (4) Ed.D.

6. What is your age? _____

7. What has been your involvement with AATC?

   (1) Inservice Team Member (Circle if appropriate.)

   (2) Policy Board Member (Circle if appropriate.)

   (3) Other (Please list.)

   (a)_____ (c)_____

   (b)_____ (d)_____

8. To what extent do you agree that AATC staff believe that: Teachers should be actively involved in solving classroom related problems. (Circle one response in each row.)

	strongly agree	agree	disagree	strongly disagree	no info
(a) working with policy board	1	2	3	4	5
(b) working with inservice teams	1	2	3	4	5

	strongly agree	agree	disagree	strongly disagree	no info
(c) publishing Focus	1	2	3	4	5
(d) conducting school visits	1	2	3	4	5
(e) carrying out public relations	1	2	3	4	5
(f) developing resource centers	1	2	3	4	5
(g) setting up workshops, courses, and marathons	1	2	3	4	5
(h) administering mini-grants	1	2	3	4	5
(i) developing AATC forms and packets	1	2	3	4	5
(j) running work parties, training sessions, weekend retreats	1	2	3	4	5
(k) responding to professional staff suggestions and requests	1	2	3	4	5
(l) working with evaluators	1	2	3	4	5
(m) linking human resources	1	2	3	4	5
(n) determining future AATC objectives	1	2	3	4	5
(o)					
(p)					

9. To what extent do you agree that AATC staff believe that: Teachers will benefit from self-initiated and self-directed inservice. (Circle one response in each row.)

	strongly agree	agree	disagree	strongly disagree	no info
(a) working with policy board	1	2	3	4	5
(b) working with inservice teams	1	2	3	4	5
(c) publishing Focus	1	2	3	4	5
(d) conducting school visits	1	2	3	4	5
(e) carrying out public relations	1	2	3	4	5
(f) developing resource centers	1	2	3	4	5
(g) setting up workshops, courses and marathons	1	2	3	4	5
(h) administering mini-grants	1	2	3	4	5
(i) developing AATC forms and packets	1	2	3	4	5
(j) running work parties, training sessions, weekend retreats	1	2	3	4	5
(k) responding to professional staff suggestions and requests	1	2	3	4	5
(l) working with evaluators	1	2	3	4	5
(m) linking human resources	1	2	3	4	5
(n) determining future AATC objectives	1	2	3	4	5
(o)					
(p)					

10. To what extent do you agree that AATC staff believe that: Teachers will be better able to apply new learnings, refine skills, and continue growing as they get feedback and support from others. (Circle one response in each row.)

	strongly agree	agree	disagree	strongly disagree	no info
(a) working with policy board	1	2	3	4	5
(b) working with inservice teams	1	2	3	4	5
(c) publishing Focus	1	2	3	4	5
(d) conducting school visits	1	2	3	4	5
(e) carrying out public relations	1	2	3	4	5
(f) developing resource centers	1	2	3	4	5
(g) setting up workshops, courses and marathons	1	2	3	4	5
(h) administering mini-grants	1	2	3	4	5
(i) developing AATC forms and packets	1	2	3	4	5
(j) running work parties, training sessions, week-end retreats	1	2	3	4	5
(k) responding to professional staff suggestions and requests	1	2	3	4	5
(l) working with evaluators	1	2	3	4	5
(m) linking human resources	1	2	3	4	5
(n) determining future AATC objectives	1	2	3	4	5
(o)					
(p)					

11. To what extent do you agree that AATC staff believe that: Teachers should be involved in decision making about the design, implementation, and evaluation of their own professional growth programs. (Circle one response in each row.)

	strongly agree	agree	disagree	strongly disagree	no info
(a) working with policy board	1	2	3	4	5
(b) working with inservice teams	1	2	3	4	5
(c) publishing Focus	1	2	3	4	5
(d) conducting school visits	1	2	3	4	5
(e) carrying out public relations	1	2	3	4	5
(f) developing resource centers	1	2	3	4	5
(g) setting up workshops, courses and marathons	1	2	3	4	5
(h) administering mini-grants	1	2	3	4	5
(i) developing AATC forms and packets	1	2	3	4	5
(j) running work parties, training sessions, week-end retreats	1	2	3	4	5

	strongly agree	agree	disagree	strongly disagree	no info
(k) responding to professional staff suggestions and requests	1	2	3	4	5
(l) working with evaluators	1	2	3	4	5
(m) linking human resources	1	2	3	4	5
(n) determining future AATC objectives	1	2	3	4	5
(o)					
(p)					

12. To what extent to you agree that AATC staff believe that: Teacher inservice should be designed to meet varied needs and learning styles. (Circle one response in each row.)

	strongly agree	agree	disagree	strongly disagree	no info
(a) working with policy board	1	2	3	4	5
(b) working with inservice teams	1	2	3	4	5
(c) publishing Focus	1	2	3	4	5
(d) conducting school visits	1	2	3	4	5
(e) carrying out public relations	1	2	3	4	5
(f) developing resource centers	1	2	3	4	5
(g) setting up workshops, courses and marathons	1	2	3	4	5
(h) administering mini-grants	1	2	3	4	5
(i) developing AATC forms and packets	1	2	3	4	5
(j) running work parties, training sessions, week-end retreats	1	2	3	4	5
(k) responding to professional staff suggestions and requests	1	2	3	4	5
(l) working with evaluators	1	2	3	4	5
(m) linking human resources	1	2	3	4	5
(n) determining future AATC objectives	1	2	3	4	5
(o)					
(p)					

13. To what extent do you agree that AATC staff believe that: Teachers respond positively to the opportunity to work from their strengths. (Circle one response in each row.)

	strongly agree	agree	disagree	strongly disagree	no info
(a) working with policy board	1	2	3	4	5
(b) working with inservice teams	1	2	3	4	5
(c) publishing Focus	1	2	3	4	5

	strongly agree	agree	disagree	strongly disagree	no info
(d) conducting school visits	1	2	3	4	5
(e) carrying out public relations	1	2	3	4	5
(f) developing resource centers	1	2	3	4	5
(g) setting up workshops, courses and marathons	1	2	3	4	5
(h) administering mini-grants	1	2	3	4	5
(i) developing AATC forms and packets	1	2	3	4	5
(j) running work parties, training sessions, week-end retreats	1	2	3	4	5
(k) responding to professional staff suggestions and requests	1	2	3	4	5
(l) working with evaluators	1	2	3	4	5
(m) linking human resources	1	2	3	4	5
(n) determining future AATC objectives	1	2	3	4	5
(o)					
(p)					

Comments: _____

_____

_____

_____

_____

Thank you for completing this questionnaire. Please use the enclosed self-addressed envelope to return it to me. If you wish to obtain the results of this survey and/or are willing to participate in a follow-up interview, please provide information in the box below.

Please print.

Name_____

Street_____ City/Town_____Zip_____

_____ I wish to receive a copy of survey results.

_____ I would be willing to participate in a follow-up interview.

January, 1981

Dear Teacher Center Participant,

The purpose of the enclosed questionnaire is to obtain your impressions about how the Amherst Area Teacher Center staff implements a set of beliefs about learning and learning environments.

The information will be used as part of a research study I am conducting. I also plan to share this information with the AATC staff so they might gain further insights into existing Center practices, which could help them in making decisions about future practices. All responses will be kept confidential. The questionnaire should take 15-20 minutes to complete.

Thank you for taking the time to complete this questionnaire.

Sincerely yours,

John Ciesluk

APPENDIX E

20 February 1981

You have been chosen as part of a random sample of 42 Amherst Area Teachers and Administrators to participate in my evaluation of the Amherst Area Teachers Center. The return of your questionnaire is of upmost importance in completing this evaluation process.

If you have already returned the questionnaire to me, thank-you for taking the time to do so. If not, I hope you will be able to find time in the near future to complete it.

If you need another copy, please fill out the enclosed card and return it to me through interschool mail.

Sincerely,

John Ciesluk

Please send me another copy of the questionnaire to evaluate the Amherst Area Teachers Center.

Name_____

School_____

23 February 1981

Several weeks ago, you were sent a questionnaire about the Amherst Area Teachers Center. Your name was chosen randomly from the staff directory. My purpose in using a random sample (rather than volunteers) is to insure that responses represent a cross-section of teachers and administrators. The return of your questionnaire is of upmost importance in completing the evaluation.

The questionnaire is designed to assess how well teachers and administrators feel the AATC programs and policies reflect the Center's stated beliefs. Your perceptions of how beliefs are put into practice are sought in the questionnaire.

If you have already returned the questionnaire to me, thank-you for taking the time to do so. I apologize to those of you who commented on the difficulty of the format.

If you have not completed the questionnaire, I hope you will be able to find time in the near future to do so. If you need another copy, please return the enclosed card to me through interschool mail. I also hope you will call me if you have questions or concerns about the process (school 253-3595, home 253-7959).

The accuracy of the research depends on your response. Hopefully, we will all benefit from increased information about how teachers and administrators perceive the AATC programs.

Sincerely,

John Ciesluk